DOCUMENT RESUME

ED 228 254 TM 820 774

TITLE	Drugs Off Campus. Final Technical Report. Appendixes.
INSTITUTION	Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO	AISD-ORE-81.54
PUB DATE	30 Jun 82
NOTE	160p.; For final report summary, see TM 820 769 (Section X); Some tables are marginally legible due to small print.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Administrator Attitudes; Alcoholic Beverages; Board of Education Policy; *Drug Use; High Schools; *Program Evaluation; *Search and Seizure; Student Attitudes; *Student School Relationship; Surveys; Teacher Attitudes
IDENTIFIERS	*Austin Independent School District TX

ABSTRACT

In the 1981-82 school year, the Austin Independent School District used trained dogs and handlers to detect illegal drugs and alcohol on the campuses of two high schools. The appendixes of the evaluation designed to gather useful data concerning program effectiveness are presented here. Data from a survey of staff and students, interviews with students and administrators, a survey of teachers and of other districts, and school records are summarized. The technical report documents the purpose, procedures, and results for each information source examined. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228254

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

Evaluation Intern:
David Wilkinson

Senior Evaluator:
Glynn Ligon, Ph.D.

FINAL TECHNICAL REPORT

Drugs Off Campus

June 30, 1982

Appendixes

Approved:

Freda M. Holley

Freda M. Holley, Ph.D.
Director, Research and Evaluation

Publication Number 81.54

TABLE OF CONTENTS

Appendix A: Staff Survey A-1

Appendix B: Student Survey B-1

Appendix C: Parent Survey. C-1

Appendix D: Student Interview. D-1

Appendix E: Administrator Interview. E-1

Appendix F: Districtwide Teacher Survey. F-1

Appendix G: Supplemental Teacher Questions G-1

Appendix H: Information from Other Districts H-1

Appendix I: Office of Student Affairs Records. I-1

Appendix J: Dog "Alerts" Report Form J-1

Drugs Off Campus

Appendix A

STAFF SURVEY

Instrument Description: Staff Survey

Brief description of the instrument:

The Staff Survey, labeled the Drug/Alcohol Survey, is an eight-item opinion survey designed to elicit staff perceptions regarding the prevalence of illegal drugs and alcohol on their campuses and the use of trained dogs to detect them. A five-point, Likert-type scale is used by the staff member to respond to four pairs of statements, the first concerning drugs and the second alcohol. The survey also requires the respondent to supply the school name and to indicate an employment category.

To whom was the instrument administered?

All administrative, professional, and classified staff at Crockett and Travis High Schools and at Martin and Fulmore Junior High Schools.

How many times was the instrument administered?

Twice, once in the fall of 1981 and again in the spring of 1982.

When was the instrument administered?

In fall 1981, September 13 through October 7.
In spring 1982, April 14 through April 20.

Where was the instrument administered?

On the campuses of Crockett and Travis High Schools and of Martin and Fulmore Junior High Schools.

Who administered the instrument?

Classified staff, except at Crockett, were administered the survey by the Evaluation Intern. Professional and administrative staff, and classified staff at Crockett, administered the survey to themselves.

What training did the administrators have?

Directions for administration were part of the instrument. In most cases, these were read aloud to classified staff by the Evaluation Intern.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some classified staff evinced limited-English proficiency. These few respondents may have simply marked the survey without fully understanding it.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

6

STAFF SURVEY

Purpose

The Staff Survey, titled the Drug/Alcohol Survey, provided information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?

Evaluation Question D1-2: Did the availability and use of illegal drugs and alcohol on campus change as a result of the program?

Decision Question D2: If the program is continued, should it be modified or continued as is?

Evaluation Question D2-4: What did school personnel, students, and parents think about the program?

Procedure

Data Collection

In early September 1981, evaluation staff developed the Staff Survey, otherwise called the Drug/Alcohol Survey (Attachment A-1). This instrument, described on page A-2, was designed to reflect the opinions of school personnel about four basic issues bound up with the Drugs Off Campus (DOC) Program:

1. Whether drugs and/or alcohol were "a problem" on the particular school campus;
2. Whether drugs/alcohol were readily available to students on the campus;
3. Whether student drug/alcohol usage on campus was frequent; and,
4. Whether using dogs to detect drugs/alcohol on campus was "a good idea."

Arrangements for the administration of the Drug/Alcohol Survey were made orally between the evaluation intern and the principals of the two program and two comparison schools. Attachment A-2 contains a summary of the data collection procedures in the fall of 1981 and the spring of 1982. Attachments A-3 through A-5 are related communications.

Figure A-1 below shows the number and percentage of staff at each of the two program (Crockett and Martin) and two comparison schools (Travis and Fulmore) who completed the survey. As shown in the figure, response rates were good to excellent, though they declined at all schools in spring 1982.

SCHOOL	NUMBER OF STAFF*	NUMBER RESPONDING		PERCENTAGE RESPONDING	
		Fall	Spring	Fall	Spring
Crockett	227	167	153	74%	67%
Travis	180	154	129	86%	72%
Martin	87	66	61	76%	70%
Fulmore	81	79	64	98%	79%

*Number of staff is the number of full- and part-time staff as of October 1, 1981 as shown on the 1981 Elementary-Secondary Staff Information Report compiled by the Office of Staff Personnel.

Figure A-1. NUMBER AND PERCENT OF STAFF RESPONDING AT EACH SCHOOL ADMINISTERED THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

Completed surveys returned to ORE were delivered to the Keypunch Services division of the Computation Center at The University of Texas at Austin. The keypunch format used is shown in Attachment A-6. The resulting cards were then used to create a computer file which was the basis for the analyses described below.

Analyses

Subprogram FREQUENCIES from the Statistical Package for the Social Sciences (SPSS) was used to obtain descriptive statistics for the Drug/Alcohol Survey data. Groups included for analysis were staff and students at each of the two program schools, Crockett and Martin, and at their comparison schools, Travis and Fulmore. Separate analyses were run for fall 1981 and spring 1982.

Results

Mean item responses for staff at each of the four schools in the fall and in the following spring are shown in Figure A-2. Mean item responses for students at the same schools during the same time period are shown in Figure A-3. Student results will be discussed in Appendix B. Figures A-4 through A-7 give the the percentages of staff in each school responding in each choice category.

(Text continues on page A-8.)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May, 1982

RESULTS FROM THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982

	ITEM	SCHOOL							
		Martin		Crockett		Fulmore		Travis	
		Fall (N=66)	Spring (N=61)	Fall (N=167)	Spring (N=133)	Fall (N=79)	Spring (N=64)	Fall (N=134)	Spring (N=129)
1.a.	Drugs are a problem on this campus.	2.5	2.9	2.2	2.4	2.3	2.3	2.2	2.1
b.	Alcohol is a problem on this campus.	3.2	3.5	2.6	2.8	3.4	3.4	2.7	2.6
2.a.	Drugs are available on this campus whenever students want them.	2.7	3.0	2.2	2.6	2.7	2.4	2.5	2.4
b.	Alcohol is available on this campus whenever students want it.	3.4	3.6	2.8	3.0	3.3	3.3	3.0	2.9
3.a.	Students often use drugs on campus.	2.9	3.2	2.5	2.8	2.8	2.7	2.3	2.4
b.	Students often drink alcohol on campus.	3.4	3.7	3.0	3.1	3.7	3.6	2.9	2.7
4.a.	Using dogs to detect drugs on campus is a good idea.	2.7	3.0	1.8	1.9	2.0	2.3	2.1	2.4
b.	Using dogs to detect alcohol on campus is a good idea.	2.8	3.1	1.8	1.9	2.3	2.5	2.2	2.5

Figure A-2. MEAN ITEM RESPONSES OF STAFF (1=Strongly Agree, 2= Agree, 3=Not Sure, 4=Disagree, 5=Strongly Disagree). Numbers are rounded to the nearest tenth.

	ITEM	SCHOOL							
		Martin		Crockett		Fulmore		Travis	
		Fall (N=789)	Spring (N=673)	Fall (N=2282)	Spring (N=1531)	Fall (N=776)	Spring (N=797)	Fall (N=1685)	Spring (N=1454)
1.a.	Drugs are a problem on this campus.	2.6	3.0	2.7	3.0	2.8	2.8	2.8	2.9
b.	Alcohol is a problem on this campus.	3.2	3.4	3.2	3.4	3.2	3.5	3.3	3.3
2.a.	Drugs are available on this campus whenever students want them.	3.4	3.5	2.9	3.0	3.4	3.2	2.9	3.0
b.	Alcohol is available on this campus whenever students want it.	3.7	3.8	3.4	3.5	3.7	3.7	3.5	3.5
3.a.	Students often use drugs on campus.	2.9	3.0	2.6	2.8	2.9	2.7	2.6	2.7
b.	Students often drink alcohol on campus.	3.4	3.5	3.2	3.3	3.5	3.6	3.3	3.3
4.a.	Using dogs to detect drugs on campus is a good idea.	2.2	2.8	2.6	3.2	2.6	2.9	3.0	3.2
b.	Using dogs to detect alcohol on campus is a good idea.	2.3	2.9	2.8	3.2	2.6	3.0	3.2	3.3

Figure A-3. MEAN ITEM RESPONSES OF STUDENTS (1=Strongly Agree, 2=Agree, 3=Not Sure, 4=Disagree, 5=Strongly Disagree). Numbers are rounded to the nearest tenth.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

(Fa) Fall 1981 N= 167
(Sp) Spring 1982 N= 153

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	19	16	53	46	23	20	5	17	1	0
b.	Alcohol is a problem on this campus.	10	7	37	34	39	36	12	21	2	2
2.a.	Drugs are available on this campus whenever students want them.	16	12	47	31	35	42	2	12	0	3
b.	Alcohol is available on this campus whenever students want it.	7	8	27	20	47	44	14	24	5	4
3.a.	Students often use drugs on campus.	11	11	45	34	31	28	11	24	1	3
b.	Students often drink alcohol on campus.	4	5	26	21	44	37	22	30	5	6
4.a.	Using dogs to detect drugs on campus is a good idea.	30	36	37	22	10	7	5	8	2	8
b.	Using dogs to detect alcohol on campus is a good idea.	47	36	31	21	14	7	5	9	2	7

Figure A-4. PERCENTAGE OF CROCKETT STAFF RESPONDING IN EACH CHOICE CATEGORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

(Fa) Fall 1981 N= 154
(Sp) Spring 1982 N= 129

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	19	24	51	49	24	21	6	4	1	2
b.	Alcohol is a problem on this campus.	11	17	33	31	35	36	17	12	4	5
2.a.	Drugs are available on this campus whenever students want them.	15	16	38	40	32	36	15	6	1	2
b.	Alcohol is available on this campus whenever students want it.	7	12	19	18	47	49	21	16	6	6
3.a.	Students often use drugs on campus.	18	20	42	40	29	26	11	10	1	4
b.	Students often drink alcohol on campus.	7	11	28	26	40	46	20	13	5	5
4.a.	Using dogs to detect drugs on campus is a good idea.	40	33	30	27	14	21	9	9	7	11
b.	Using dogs to detect alcohol on campus is a good idea.	40	30	27	23	15	26	11	11	7	11

Figure A-5. PERCENTAGE OF TRAVIS STAFF RESPONDING IN EACH CHOICE CATEGORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

NOTE: Due to the rounding procedure (.5 or higher to round up), percentages will not always total 100.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

(Fa) Fall 1981 N=66
(Sp) Spring 1982 N=61

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	17	2	34	38	33	31	13	25	3	5
b.	Alcohol is a problem on this campus.	3	0	12	10	51	39	26	44	8	7
2.a.	Drugs are available on this campus whenever students want them.	11	0	29	27	44	48	11	22	5	3
b.	Alcohol is available on this campus whenever students want it.	3	0	9	13	51	30	23	43	14	15
3.a.	Students often use drugs on campus.	5	0	39	22	29	40	18	33	10	5
b.	Students often drink alcohol on campus.	2	0	8	8	52	32	21	45	18	15
4.a.	Using dogs to detect drugs on campus is a good idea.	22	17	32	31	19	15	10	14	18	24
b.	Using dogs to detect alcohol on campus is a good idea.	19	15	28	29	25	17	11	14	19	25

Figure A-6. PERCENTAGE OF MARTIN STAFF RESPONDING IN EACH CHOICE CATEGORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

(Fa) Fall 1981 N=79
(Sp) Spring 1982 N=64

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	16	11	40	53	40	31	3	3	1	2
b.	Alcohol is a problem on this campus.	1	3	5	5	52	52	31	25	10	14
2.a.	Drugs are available on this campus whenever students want them.	11	14	29	42	43	36	14	6	3	2
b.	Alcohol is available on this campus whenever students want it.	0	0	7	13	47	41	32	33	15	13
3.a.	Students often use drugs on campus.	9	6	28	14	41	30	20	19	3	2
b.	Students often drink alcohol on campus.	0	0	3	7	40	39	40	39	16	16
4.a.	Using dogs to detect drugs on campus is a good idea.	34	27	37	44	22	11	6	8	1	10
b.	Using dogs to detect alcohol on campus is a good idea.	28	19	32	44	26	18	12	10	3	10

Figure A-7. PERCENTAGE OF FULMORE STAFF RESPONDING IN EACH CHOICE CATEGORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

NOTE: Due to the rounding procedure (.5 or higher to round up), percentages will not always total 100.

Evaluation Question D1-2 is addressed by staff responses to items 1 through 3. An examination of Figures A-2 and A-4 through A-7 shows that:

- Staff at both Crockett and Martin indicated that drugs and alcohol were less of a problem on their campuses at the end of the program than they had been at the beginning.

- Staff at both of the comparison schools reflected the opinion that drugs and alcohol were about as much of a problem, perhaps slightly more of one, on their campuses at the end of the program as at the beginning.

- Both Crockett and Martin staff thought that drugs and alcohol were less available and used less frequently on campus by students at the end of the program than at the beginning.

- The Travis staff indicated that drugs and alcohol were about as available and used on campus by students about as frequently at the end of the program as at the beginning.

- The Fulmore staff thought that the students' frequency of drug use on campus had decreased from the beginning to the end of the program, but that drugs and alcohol were more available on campus at the end of the program than at the beginning.

Evaluation Question D2-4 is addressed by staff responses to item 4. Inspection of Figures A-2 and A-4 through A-7 reveals that:

- Crockett staff agreed both at the beginning and end of the program that the use of dogs to detect drugs and alcohol is a good idea. More of the Martin staff agreed than disagreed, although there was not a clear majority.

- Travis and Fulmore staff agreed both at the beginning and end of the program that the use of dogs is a good idea.

- Staff agreement at the end of the program was weaker than at the beginning at all four schools. Martin staff had the lowest level of agreement.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Fall, 1981
Spring, 1982

DRUG/ALCOHOL SURVEY

Directions:

There is a new program in AISD this year. At two schools, trained dogs will be used to detect illegal drugs and alcohol. In evaluating this program, we are interested in your attitudes about drugs on campus.

Please complete this survey by placing a check next to your position and by responding to the statements which follow.

All responses are confidential.

Please return through the school mail to:

ORE/David Wilkinson
Administration Building
Box 79

Thank you for your help.

PLEASE TURN THIS SHEET OVER.

Printed September 1981
Reprinted March 1982

STAFF

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DRUG/ALCOHOL SURVEY

School:

Check if you are:

( ) Principal/Assistant Principal/Dean/Head Teacher

( ) Teacher/Counselor/Librarian

( ) Building Manager/Registrar/Assistant Registrar/Secretary/Clerk/Bookkeeper/ Teacher Aide/Study Hall Monitor/ISS Monitor

( ) Head Custodian/Custodian/Production Assistant/Hall Monitor/Production Apprentice/Building Operator/Manager/Manager Trainee/Cook Manager/Production Specialist/Horticulturist

( ) Other staff - Please specify:

****

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. a.	Drugs are a problem on this campus.	1	2	3	4	5
b.	Alcohol is a problem on this campus.	1	2	3	4	5
2. a.	Drugs are available on this campus whenever students want them.	1	2	3	4	5
b.	Alcohol is available on this campus whenever students want it.	1	2	3	4	5
3. a.	Students often use drugs on campus.	1	2	3	4	5
b.	Students often drink alcohol on campus.	1	2	3	4	5
4. a.	Using dogs to detect drugs on campus is a good idea.	1	2	3	4	5
b.	Using dogs to detect alcohol on campus is a good idea.	1	2	3	4	5

DRUG/ALCOHOL SURVEY DATA COLLECTION PROCEDURES

Fall 1981

DAY	DATE	POPULATION AFFECTED	ACTIVITY
Tuesday	September 15	Fulmore faculty (professional and administrative)	Drug/Alcohol Survey administered by Evaluation Intern in the library.
Thursday	September 17	Fulmore students, grades 7-8	Drug/Alcohol Survey administered over public address (P.A.) system to all first-period classes. Teachers had a copy of the administration directions.
Tuesday	September 22	Crockett staff (administrative, professional, and classified) Crockett students, grades 9-12	Drug/Alcohol forms for both students and staff delivered in the morning by Evaluation Intern. Student surveys were divided into approximately 100 advisories of 30 each. They were put by Crockett staff into teachers' boxes that afternoon. A memo from the principal to teachers and staff asked that they be completed before 4:00 p.m. Wednesday, September 23.
Wednesday	September 23	Crockett students, grades 9-12	Drug/Alcohol Survey administered during morning advisory period by advisors (teachers).
Friday	September 25	Fulmore staff (classified clerical and classified technical)	Drug/Alcohol Survey administered by Evaluation Intern in office and cafeteria.
Tuesday	September 29	Martin faculty (professional and administrative)	Drug/Alcohol Survey administered by Evaluation Intern in afternoon faculty meeting in library.
Wednesday	September 30	Martin staff (classified clerical and classified technical)	Drug/Alcohol Survey administered by Evaluation Intern, to technical staff in cafeteria and to clerical staff in the office.

Wednesday September 30	Martin students, grades 7-8	Drug/Alcohol Survey administered in 1st-period classes by 1st-period teachers using directions supplied by Evaluation Intern. Not done over P. A. though teachers given reminder over P. A.
Monday October 5	Travis students, grades 9-12	Survey forms delivered by Evaluation Intern divided into 69 advisories of 32 each.
Wednesday October 7	Travis students	Drug/Alcohol Survey administered over P. A. by principal. Teachers did not have a copy of the directions to follow along (principal's decision).
Wednesday October 7	Travis faculty (professional and administrative)	Survey forms distributed to teachers' boxes.
Wednesday October 7	Travis staff (classified clerical and classified technical)	Drug/Alcohol Survey administered by Evaluation Intern.

Spring 1982

DAY	DATE	POPULATION AFFECTED	ACTIVITY
Wednesday	April 14	Fulmore staff (classified clerical and classified technical)	Drug/Alcohol Survey administered by Evaluation Intern in office and cafeteria.
Wednesday	April 14	Fulmore faculty and students	Survey forms delivered by Evaluation Intern. Student surveys divided into class-size groups. Faculty surveys put in teachers' boxes.
Thursday	April 15	Fulmore students, grades 7-8	Drug/Alcohol Survey administered over public address (P.A.) system to all first-period classes. Teachers had a copy of the administration directions.

81.54

Thursday	April 15	Martin staff (classified)	Drug/Alcohol Survey administered by Evaluation Intern, to technical staff in cafeteria and to clerical staff in the office.
Thursday	April 15	Martin faculty and students	Survey forms delivered by Evaluation Intern. Faculty surveys, with a cover memo stapled to them (Attachment A-5), were distributed to teachers' boxes.
Friday	April 16	Martin students	Drug/Alcohol Survey administered in 1st-period classes by 1st-period teachers using directions supplied by Evaluation Intern. Not done over P.A. though teachers given reminder over P.A.
Monday	April 19	Travis staff (classified)	Drug/Alcohol Survey administered by Evaluation Intern.
		Travis faculty and students	Student survey forms delivered by Evaluation Intern divided in 69 advisories of 30 each, and extras. Faculty surveys put in teachers' boxes.
Monday	April 19	Crockett staff and students	Drug/Alcohol Survey forms for both students and staff delivered in the morning by Evaluation Intern. Student surveys were divided into approximately 103 advisories of 30 each. They were put by Crockett staff into teachers' boxes that afternoon.
Tuesday	April 20	Crockett students	Drug/Alcohol Survey administered during morning advisory period by advisors (teachers).
Tuesday	April 20	Travis students	Drug/Alcohol Survey administered over P.A. by principal. Teachers did not have a copy of the directions to follow along (principal's decision).

Note: In AISD, permanent employees are categorized as administrative, professional, or classified (either clerical or technical). The positions associated with these classifications are shown in Attachment A-1. The positions are in this order: administrative, professional, classified-clerical, and classified-technical.

See Attachments B-1 and B-2 for copies of the directions for administering the Drug/Alcohol Survey to students and the student form of the survey.

WM. B. TRAVIS HIGH SCHOOL
Office of the Principal

October 6, 1981

MEMORANDUM

TO: Faculty

FROM : J. B. Allison

SUBJECT: Surveys

You will find two sets of surveys for students to complete in advisory Wednesday, October 7, 1981. Each should take about ten minutes to complete. Do the survey on Vocational Interest FIRST. Be prepared to start this survey at 9:05 a.m. Follow directions given on the public address system. DO NOT start the Drug Survey until directions are given by P.A. Advisory will end at 9:30 a.m. Send completed forms to the Principals Office. PLEASE KEEP SEPARATE.

81.54 Attachment A-4

ADM. 804-A

AUSTIN INDEPENDENT SCHOOL DISTRICT

INTER OFFICE MEMO

To: Bill Armentrout, Principal, Fulmore *Date:* 3/31/82

From: David Wilkinson, Evaluation Intern

Subject: Drug/Alcohol Survey - Post-assessment

As we arranged over the phone today, this will be conducted at Fulmore on April 14-15. On the morning of April 14, I will administer the survey to your classified staff. Also on that day I will deliver sufficient survey forms for your students, faculty, and administrative staff. I will divide the student surveys into class-size groups for your 35 first-period teachers. On April 15, the survey will be administered to all students over the P.A. I will supply directions, copies of which will also be provided to first-period teachers. Administrative staff and faculty will complete their surveys individually. All surveys should be returned to me at Box 79/Administration Building by Friday, April 16.

APPROVED: [signature]
Director, Research and Evaluation

Do BI
Adjs

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

81.54 Attachment A-5

April 15, 1982

TO: Martin faculty and staff

FROM: David Wilkinson, Evaluation Intern

SUBJECT: Drug/Alcohol Survey

This is the same survey you filled out last September. It is being given again so that a fall-to-spring comparison can be made.

Please complete the survey. The instructions are on the reverse of the items. Please do not forget to:

1. Write "Martin" or "051" after "school."
2. Place a check next to your position category.
3. Answer each item.
4. Circle only one response to each item.

Please return the survey to Mr. Washington's box by Friday, April 16. Results should be forthcoming some time in May. Check with your principal.

Thank you for your help and cooperation.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 15, 1982

TO: Martin faculty and staff

FROM: David Wilkinson, Evaluation Intern

SUBJECT: Drug/Alcohol Survey

This is the same survey you filled out last September. It is being given again so that a fall-to-spring comparison can be made.

Please complete the survey. The instructions are on the reverse of the items. Please do not forget to:

1. Write "Martin" or "051" after "school."
2. Place a check next to your position category.
3. Answer each item.
4. Circle only one response to each item.

Please return the survey to Mr. Washington's box by Friday, April 16. Results should be forthcoming some time in May. Check with your principal.

Thank you for your help and cooperation.

FILE ID A.S.A CARD FILE LAYOUT LOCATION

NAME David Wilkinson DATE 9/21/81

COMMENTS DRUG/ALCOHOL SURVEY - STAFF AND STUDENT - 1981-82 DRUGS OFF CAMPUS (DOC) PROGRAM

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID: ASA
B	4 - 4	School Code 1 = Austin, 2 = Crockett, 3 = Fulmore, 4 = Travis
C	5 - 6	If STAFF: Position Code - 01, 02, 03, 04, 05 06 = Unknown
	-	If STUDENT: Grade - 07, 08, 09, 10, 11, 12 13 = Unknown
D	7 - 14	Survey Responses - 1 = Strongly Agree
	-	2 = Agree
	-	3 = Not Sure
	-	4 = Disagree
	-	5 = Strongly Disagree
E	15 - 15	Same as column 4
F	16 - 17	Same as columns 5-6
G	18 - 25	Same as columns 7-14
H-V	26 - 80	Repeat as in columns 4-14. Each punched card will have the file ID followed by 7 records.
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

81.54

A-17

Attachment A-6

21

22

Drugs Off Campus

Appendix B

STUDENT SURVEY

Instrument Description: Student Survey

Brief description of the instrument:
The Student Survey, labeled the Drug/Alcohol Survey, is an eight-item opinion survey designed to elicit student perceptions regarding the prevalence of illegal drugs and alcohol on their campuses and the use of trained dogs to detect them. A five-point Likert-type scale is used by the student to respond to four pairs of statements, the first concerning drugs and the second alcohol. The eight items are the same as those on the Staff Survey. There is also a space for students to supply their grade in school.

To whom was the instrument administered?

All students at Martin and Fulmore Junior High Schools (grades 7-8), and all students at Crockett and Travis High Schools (grades 9-12).

How many times was the instrument administered?

Twice, once in the fall of 1981 and again in the spring of 1982.

When was the instrument administered?

In fall 1981, September 17 through October 7.
In spring 1982, April 15 through April 20.

Where was the instrument administered?

On the campuses of Martin and Fulmore Junior High Schools and Crockett and Travis High Schools.

Who administered the instrument?
At Fulmore and Travis, the administration directions were read aloud over the P.A. system by an administrator. At Martin and Crockett, teachers administered the survey, to first-period and advisory classes, respectively.
What training did the administrators have?

Directions for administering the survey to students were provided to all schools.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

24

STUDENT SURVEY

Purpose

The Student Survey, titled the Drug/Alcohol Survey, provided information pertinent to answering the following decision and evaluation questions:

Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?

Evaluation Question D1-2: Did the availability and use of illegal drugs and alcohol on campus change as a result of the program?

Evaluation Question D1-3: Did student attitudes toward the use of trained dogs to detect illegal drugs and alcohol change as a result of the program?

Decision Question D2: If the program is continued, should it be modified or continued as is?

Evaluation Question D2-4: What did school personnel, students, and parents think about the program?

Procedure

Data Collection

Data collection procedures for the Student Survey, titled the Drug/Alcohol Survey, are described in Appendix A. See especially Attachment A-2. A copy of the directions for administering the Drug/Alcohol Survey to students is Attachment B-1. Attachment B-2 is a copy of the student form of the survey. It will be noted that there is no designated place for the school's name to be written. This task was eliminated by reproducing the survey in a different color for each school.

Figure B-1 below shows the number and percentage of students at each of the two program (Crockett and Martin) and two comparison schools (Travis and Fulmore) who completed the survey. As shown in the figure, response rates were high--over 80%-- except at the program schools during spring 1982. Interestingly, the response rates for Crockett and Martin both declined considerably during the spring while the response rates at Travis and Fulmore changed relatively little.

SCHOOL	NUMBER OF STUDENTS*		NUMBER RESPONDING		PERCENTAGE RESPONDING	
	Fall	Spring	Fall	Spring	Fall	Spring
Crockett	2802	2621	2282	1531	81%	58%
Travis	2010	1795	1685	1454	84%	81%
Martin	953	942	789	673	83%	71%
Fulmore	874	876	776	797	89%	91%

*Number of students is the membership for the time period nearest the data collection. In the fall of 1981, this was as of the Monday of the fifth week of the 1981-82 school year (September 21, 1981). In the spring of 1982, membership was as of the fifth six weeks (April 16, 1982). Membership figures were compiled by the Office of Child Accounting.

Figure B-1. NUMBER AND PERCENT OF STUDENTS RESPONDING AT EACH SCHOOL ADMINISTERED THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

Completed student surveys were keypunched according to the same format as the Staff Survey (see Attachment A-6). The resulting cards were then used to create a computer file which was the basis for the analyses described below.

Analyses

These are described in this section in Appendix A.

Results

Mean item responses for students at each of the four schools in the fall and in the following spring are shown in Figure B-3. Mean item responses for staff at the same schools during the same time period are shown in Figure B-2. Staff results are discussed in Appendix A. Figures B-4 through B-7 give the percentages of students in each school responding in each choice category.

Evaluation Question D1-2 is addressed by student responses to items 1 through 3. Inspection of Figures B-3 through B-7 shows that:

- Students at Crockett and Martin indicated that drugs and alcohol were less of a problem on their campuses at the end of the program than they had been at the beginning.

- Students at the comparison schools reflected the opinion that drugs were about as much of a problem on their campuses at the end of the program as at the beginning. Fulmore students indicated that alcohol was less of a problem at the end of the school year than at the beginning.

(Text continues on page B-8.)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May, 1982

RESULTS FROM THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982

	ITEM	SCHOOL							
		Martin		Crockett		Fulmore		Travis	
		Fall (N=66)	Spring (N=61)	Fall (N=167)	Spring (N=153)	Fall (N=79)	Spring (N=64)	Fall (N=154)	Spring (N=129)
1.a.	Drugs are a problem on this campus.	2.5	2.9	2.2	2.4	2.3	2.3	2.2	2.1
b.	Alcohol is a problem on this campus.	3.2	3.5	2.6	2.8	3.4	3.4	2.7	2.6
2.a.	Drugs are available on this campus whenever students want them.	2.7	3.0	2.2	2.6	2.7	2.4	2.5	2.4
b.	Alcohol is available on this campus whenever students want it.	3.4	3.6	2.8	3.0	3.5	3.5	3.0	2.9
3.a.	Students often use drugs on campus.	2.9	3.2	2.5	2.8	2.8	2.7	2.3	2.4
b.	Students often drink alcohol on campus.	3.4	3.7	3.0	3.1	3.7	3.6	2.9	2.7
4.a.	Using dogs to detect drugs on campus is a good idea.	2.7	3.0	1.8	1.9	2.0	2.3	2.1	2.4
b.	Using dogs to detect alcohol on campus is a good idea.	2.8	3.1	1.8	1.9	2.3	2.5	2.2	2.5

Figure B-2. MEAN ITEM RESPONSES OF STAFF (1=Strongly Agree, 2= Agree, 3=Not Sure, 4=Disagree, 5=Strongly Disagree). Numbers are rounded to the nearest tenth.

	ITEM	SCHOOL							
		Martin		Crockett		Fulmore		Travis	
		Fall (N=789)	Spring (N=673)	Fall (N=2282)	Spring (N=1531)	Fall (N=776)	Spring (N=797)	Fall (N=1685)	Spring (N=1454)
1.a.	Drugs are a problem on this campus.	2.6	3.0	2.7	3.0	2.8	2.8	2.8	2.9
b.	Alcohol is a problem on this campus.	3.2	3.4	3.2	3.4	3.2	3.5	3.3	3.3
2.a.	Drugs are available on this campus whenever students want them.	3.4	3.5	2.9	3.0	3.4	3.2	2.9	3.0
b.	Alcohol is available on this campus whenever students want it.	3.7	3.8	3.4	3.5	3.7	3.7	3.5	3.5
3.a.	Students often use drugs on campus.	2.9	3.0	2.6	2.8	2.9	2.7	2.6	2.7
b.	Students often drink alcohol on campus.	3.4	3.5	3.2	3.3	3.5	3.6	3.3	3.3
4.a.	Using dogs to detect drugs on campus is a good idea.	2.2	2.8	2.6	3.2	2.6	2.9	3.0	3.2
b.	Using dogs to detect alcohol on campus is a good idea.	2.3	2.9	2.8	3.2	2.6	3.0	3.2	3.3

Figure B-3. MEAN ITEM RESPONSES OF STUDENTS (1=Strongly Agree, 2=Agree, 3=Not Sure, 4=Disagree, 5=Strongly Disagree). Numbers are rounded to the nearest tenth.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

(Fa) Fall 1981 N= 2282
(Sp) Spring 1982 N= 1531

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	12	9	33	30	35	27	16	23	5	11
b.	Alcohol is a problem on this campus.	5	4	15	15	42	32	28	33	9	16
2.a.	Drugs are available on this campus whenever students want them.	11	10	25	27	39	32	17	20	8	11
b.	Alcohol is available on this campus whenever students want it.	3	4	10	9	42	36	32	33	13	18
3.a.	Students often use drugs on campus.	10	10	36	32	37	33	13	18	4	7
b.	Students often drink alcohol on campus.	3	4	16	15	46	39	27	30	8	13
4.a.	Using dogs to detect drugs on campus is a good idea.	25	16	31	23	17	15	13	16	15	30
b.	Using dogs to detect alcohol on campus is a good idea.	20	15	30	22	20	17	16	17	15	30

Figure B-4. PERCENTAGE OF CROCKETT STUDENTS RESPONDING IN EACH CHOICE CATEGORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

(Fa) Fall 1981 N= 1685
(Sp) Spring 1982 N= 1454

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	12	10	29	30	31	28	22	24	7	8
b.	Alcohol is a problem on this campus.	5	5	15	17	34	32	34	33	12	13
2.a.	Drugs are available on this campus whenever students want them.	10	9	26	26	35	34	21	20	8	10
b.	Alcohol is available on this campus whenever students want it.	3	3	10	11	35	35	35	34	17	17
3.a.	Students often use drugs on campus.	12	12	35	33	32	30	16	19	4	6
b.	Students often drink alcohol on campus.	4	4	17	17	39	37	30	30	11	12
4.a.	Using dogs to detect drugs on campus is a good idea.	20	16	23	21	17	18	18	17	22	28
b.	Using dogs to detect alcohol on campus is a good idea.	13	12	22	19	20	21	22	20	23	28

Figure B-5. PERCENTAGE OF TRAVIS STUDENTS RESPONDING IN EACH CHOICE CATECORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

NOTE: Due to the rounding procedure (.5 or higher to round up), percentages will not always total 100.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

(Fa) Fall 1981 N= 789
(Sp) Spring 1982 N= 673

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	13	7	28	24	43	39	12	21	4	9
b.	Alcohol is a problem on this campus.	6	4	13	12	42	34	31	35	9	15
2.a.	Drugs are available on this campus whenever students want them.	5	6	14	9	36	33	29	31	16	21
b.	Alcohol is available on this campus whenever students want it.	1	2	5	6	32	27	41	40	20	25
3.a.	Students often use drugs on campus.	7	6	26	26	44	39	18	21	5	8
b.	Students often drink alcohol on campus.	1	2	8	9	47	38	33	36	11	15
4.a.	Using dogs to detect drugs on campus is a good idea.	37	22	34	31	12	15	9	14	8	19
b.	Using dogs to detect alcohol on campus is a good idea.	32	19	34	30	14	17	12	15	8	20

Figure B-6. PERCENTAGE OF MARTIN STUDENTS RESPONDING IN EACH CHOICE CATEGORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

(Fa) Fall 1981 N= 776
(Sp) Spring 1982 N= 797

	ITEM	RESPONSES 1 Strongly Agree Fa	Sp	2 Agree Fa	Sp	3 Not Sure Fa	Sp	4 Disagree Fa	Sp	5 Strongly Disagree Fa	Sp
1.a.	Drugs are a problem on this campus.	13	11	26	28	40	34	17	19	5	8
b.	Alcohol is a problem on this campus.	7	5	16	10	37	34	28	32	12	18
2.a.	Drugs are available on this campus whenever students want them.	5	8	13	20	35	32	31	25	17	14
b.	Alcohol is available on this campus whenever students want it.	3	3	5	6	30	31	39	34	23	26
3.a.	Students often use drugs on campus.	7	11	27	32	44	34	18	17	5	6
b.	Students often drink alcohol on campus.	2	3	9	7	41	36	35	35	13	19
4.a.	Using dogs to detect drugs on campus is a good idea.	25	23	29	24	18	16	15	15	12	21
b.	Using dogs to detect alcohol on campus is a good idea.	22	18	31	25	20	17	16	18	12	23

Figure B-7. PERCENTAGE OF FULMORE STUDENTS RESPONDING IN EACH CHOICE CATEGORY ON THE DRUG/ALCOHOL SURVEY, FALL 1981 AND SPRING 1982. Percentages are rounded to the nearest whole number.

NOTE: Due to the rounding procedure (.5 or higher to round up), percentages will not always total 100.

- Students at each of the four schools, except Fulmore, thought that drugs and alcohol were about as available to students and that students used them on campus about as frequently at the beginning of the program as at the end of the program. Fulmore students thought that they were more available and used more frequently at the end of the program than at the beginning.

Evaluation Questions D1-3 and D1-4 are addressed by student responses to item 4. Inspection of Figures B-3 through B-7 reveals that:

- Students at all four schools agreed with the use of dogs less by the end of the program.
- The majority of Crockett students supported the use of dogs when the program began, but at the end of the school year did not.
- Martin students agreed with the use of dogs before and after the program, but much less afterwards.
- More Travis students disagreed with the use of dogs than agreed, both at the beginning and at the end of the program.
- The majority of Fulmore students supported the use of dogs when the program began, but at the end of the year did not.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DRUG/ALCOHOL SURVEY

Directions for Administering to Students

Please read aloud:

There is a new program in AISD this year. At two schools, trained dogs will be used to detect illegal drugs and alcohol. In evaluating this program, we are interested in your attitudes about drugs on campus.

Teachers pass out survey.

Please complete this survey by doing two things. First, print the grade you are in at the top. (Pause.) *Then, under each underlined statement, circle the word or words which best express how you feel about that statement. For example, the first statement is, "Drugs are a problem on this campus." If you agree with this statement, circle the word "Agree." If you disagree with this statement, circle "Disagree." You may also "Strongly Agree" or "Strongly Disagree" with this statement. If you are not sure whether you agree or disagree with the statement, circle "Not Sure."*

There are eight statements in all. Please respond to each one. Do not leave any blank. Make only one response to each statement.

You do not need to write your name. All responses are confidential.

Thank you for your help.

Collect completed surveys and return through the school mail to:

ORE/David Wilkinson
Box 79
Administration Building

Printed September 1981
Reprinted April 1982

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DRUG/ALCOHOL SURVEY

Your grade:

---

1. a. Drugs are a problem on this campus.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem on this campus.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

2. a. Drugs are available on this campus if students want them.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is available on this campus if students want it.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

3. a. Students bring drugs onto the campus all the time.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Students bring alcohol onto the campus all the time.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

4. a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good ide

Strongly Agree Agree Not Sure Disagree Strongly Disagree

Printed September 1981
Reprinted April 1982

Drugs Off Campus

Appendix C

PARENT SURVEY

Instrument Description: Parent Survey

Brief description of the instrument:

The Parent Survey is a four-item opinion survey designed to elicit parent perceptions regarding the prevalence of illegal drugs and alcohol on the campuses of the schools their children attend and the use of trained dogs to detect them. The Parent Survey contains four of the eight items on the Staff and Student Survey. A five-point, Likert-type scale is used by the parent to respond to two pairs of statements, the first concerning drugs and the second alcohol. Both directions and items are rendered in English and Spanish on opposite sides of the one-page survey form.

To whom was the instrument administered?

The survey was sent through the mail to a random sample of 400 parents, 100 each with children attending either Martin or Fulmore Junior High Schools or Crockett or Travis High Schools.

How many times was the instrument administered?

Once.

When was the instrument administered?

The survey was initially mailed on January 4, 1982. A reminder in the form of a second survey was mailed to nonrespondents on February 8, 1982. The final survey returned to the Office of Research and Evaluation was received on April 26, 1982.

Where was the instrument administered?

In the home.

Who administered the instrument?

Self-administered.

What training did the administrators have?

The survey contained directions for administration.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

In the initial mailing, surveys intended for Martin parents were sent to Travis parents and vice versa. Since the school name was part of the first two items, parents may have chosen more "not sure" responses than had they received the survey with the correct school name. This problem was corrected in the reminder mailing.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

34

PARENT SURVEY

Purpose

The DOC Parent Survey provided data relevant to answering the following decision and evaluation questions:

> Decision Question D2: If the program is continued, should it be modified or continued as is?
>
> > Evaluation Question D2-4: What did school personnel, students, and parents think about the program?

Procedure

Data Collection

The DOC Parent Survey was adapted from the Drug/Alcohol Survey, which was given, in slightly different forms, to school personnel and to students. Four of the eight items on the Drug/Alcohol Survey, those dealing with the availability and frequency of use of drugs and alcohol on a school's campus, were eliminated as being inappropriate for parents since parents' opinions could not be based on first-hand, day-to-day experience, as in the case of students and school staff.

Attachment C-1 is a copy of the memorandum sent to the Acting Associate Superintendent for Instruction describing the survey and the sample, and asking him to sign the letter portion of the survey. In his absence, the signature of the Acting Assistant Superintendent for Secondary Education was obtained instead and the survey modified accordingly. Attachment C-2 contains the final survey, with a form for each school giving the school's name and English and Spanish versions on opposite sides of the page. Attachment C-3 is a copy of the memo to principals apprising them of the survey.

The sample of 400 parents was drawn in December, 1981, from the Student Master File maintained by Data Services. The sample selection procedure was as follows:

1. A complete listing of students, their parents, and parents' addresses was computer printed for Crockett, Martin, Travis, and Fulmore.

2. From this listing, 100 parents of students at each of the four schools were randomly selected by means of a random number table.

3. Selection was made without respect to grade level. That is, no attempt was made to draw an equal number of parents of students in each grade level in a particular school.

Figure C-1 below shows how many parents of students in each grade were sampled.

GRADE	SCHOOL				
	Crockett	Travis	Martin	Fulmore	TOTAL
7	X	X	54	48	102
8	X	X	46	52	98
9	29	52	X	X	81
10	26	17	X	X	43
11	23	17	X	X	40
12	22	14	X	X	36
TOTAL	100	100	100	100	400

X = This school does not contain this grade.

Figure C-1. NUMBER OF PARENTS RECEIVING THE DOC PARENT SURVEY, SHOWN BY THEIR CHILDREN'S SCHOOL AND GRADE LEVEL.

As seen in the figure, an approximately equal number of parents of students in grades 7 and 8 were sampled. A larger number of parents of ninth graders were sampled than the number of parents of students in the other high school grades. However, this inequity is consistent with the schools' actual enrollments. In the first semester of the 1981-82 school year, ninth graders accounted for nearly one third (31%) of the combined enrollments of Crockett and Travis High Schools. Even so, the greatest proportion of parents of high school students who were selected to receive the Parent Survey were parents of ninth graders (41% of 200).

The DOC Parent Survey was mailed on January 4, 1982. A stamped, self-addressed return envelope was enclosed. A reminder in the form of a second survey was mailed on February 8, 1982. Attachment C-4 shows a sample reminder survey. The sample shown is for parents of students attending Crockett High School (see item 1), but there were forms for all four schools, as shown in Attachment C-2. The reminder survey differed from the original survey in only two respects:

1. The word "reminder" and a message asking that the questionnaire be returned as soon as possible were added at the top.

2. The reminder survey was duplicated on blue paper while the original was [illegible]green.

Each reminder was also accompanied by another return envelope. On both of the mailings, parents' names and addresses were computer printed on adhesive labels which were fastened to the envelopes. All surveys and envelopes were stamped with a 3-digit identification code.

A total of 19 surveys were returned by the post office because the addresses were not valid. Of the remainder, 229 surveys were returned by parents, an overall response rate of 57.3%. One parent responded to the survey but did not use the response scale.

Figure C-2 presents the number of parents of students at each school who returned completed surveys.

SCHOOL	SAMPLE SIZE	NUMBER OF PARENTS RESPONDING	PERCENTAGE OF PARENTS RESPONDING
Crockett	100	66	66%
Martin	100	52	52%
Travis	100	56	56%
Fulmore	100	54	54%
TOTAL	400	228	57%

Figure C-2. NUMBER AND PERCENT OF PARENTS RESPONDING TO THE DOC PARENT SURVEY, SPRING 1982.

Completed surveys returned to ORE were delivered to the Keypunch Services division of the Computation Center at The University of Texas at Austin. The keypunch format used is shown in Attachment C-5. The resulting cards were then used to create a computer file which was the basis for the analyses described below.

Analyses

Subprogram FREQUENCIES from the Statistical Package for the Social Sciences (SPSS) was used to obtain descriptive statistics for the DOC Parent Survey data. Groups included for analysis were parents of students at each of the two program schools, Crockett and Martin, and at their comparison schools, Travis and Fulmore. Due to length considerations, the output from this program could not be attached to this report, but it is contained in a companion volume, Supplementary Material: Drugs Off Campus Program 1981-82 (Publication Number: 81.M).

Results

Mean item responses for parents of students attending one of the four schools are shown in Figure C-3. Figures C-4 through C-7 give the percentages of parents responding in each choice category, according to the school their child attended.

Due to the data collection error noted in these figures and in the Instrument Description (page C-2), results are less complete than would be desirable. However, inspection of Figures C-3 through C-7 indicates that parents, on the whole, (1) perceived drugs and, to a lesser extent, alcohol to be a problem on the campuses of the schools their children attended, and (2) were quite favorably inclined toward the DOC Program.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May, 1982

RESULTS FROM THE DOC PARENT SURVEY, SPRING 1982

ITEM	SCHOOL			
	Crockett[1] (N=66)	Martin[1] (N=52)	Travis (N=56)	Fulmore (N=54)
1.a. Drugs are a problem at (name of school).	1.9	*	*	1.9
b. Alcohol is a problem at (name of school).	2.3	*	*	2.7
2.a. Using dogs to detect drugs on campus is a good idea.	1.8	1.7	1.6	1.5
b. Using dogs to detect alcohol on campus is a good idea.	1.9	1.9	1.6	1.8

[1]DOC Program school

*Some surveys intended for Martin parents were sent to Travis parents and vice versa. Since the school name was part of this item, the validity of these data is questionable. Figures are therefore omitted.

Figure C-3. MEAN ITEM RESPONSES OF PARENTS OF STUDENTS ATTENDING A DOC PROGRAM OR COMPARISON SCHOOL (1 = Stongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree). Numbers are rounded to the nearest tenth.

N=66		RESPONSES				
	ITEM	1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
1.a.	Drugs are a problem at Crockett High School.	33	49	12	6	0
b.	Alcohol is a problem at Crockett High School.	20	38	36	6	0
2.a.	Using dogs to detect drugs on campus is a good idea.	56	27	6	6	5
b.	Using dogs to detect alcohol on campus is a good idea.	47	30	12	6	5

Figure C-4. PERCENTAGE OF PARENTS OF CROCKETT STUDENTS RESPONDING IN EACH CHOICE CATEGORY ON THE DOC PARENT SURVEY, SPRING 1982. Percentages are rounded to the nearest whole number.

N=56		RESPONSES				
	ITEM	1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
1.a.	Drugs are a problem at Travis High School.	*	*	*	*	*
b.	Alcohol is a problem at Travis High School.	*	*	*	*	*
2.a.	Using dogs to detect drugs on campus is a good idea.	76	12	0	0	12
b.	Using dogs to detect alcohol on campus is a good idea.	73	15	0	2	10

*Some surveys intended for Travis parents were sent to Martin parents and vice versa. Since the school name was part of this item, the validity of these data is questionable. Figures are therefore omitted.

Figure C-5. PERCENTAGE OF PARENTS OF TRAVIS STUDENTS RESPONDING IN EACH CHOICE CATEGORY ON THE DOC PARENT SURVEY, SPRING 1982. Percentages are rounded to the nearest whole number.

Note: Due to the rounding procedure (.5 or higher to round up), percentages will total from 99 to 101.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

N=52

ITEM	RESPONSES 1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
1.a. Drugs are a problem at Martin Jr. High.	*	*	*	*	*
b. Alcohol is a problem at Martin Jr. High.	*	*	*	*	*
2.a. Using dogs to detect drugs on campus is a good idea.	62	25	4	2	8
b. Using dogs to detect alcohol on campus is a good idea.	50	31	8	4	8

*Some surveys intended for Martin parents were sent to Travis parents and vice versa. Since the school name was part of this item, the validity of these data is questionable. Figures are therefore omitted.

Figure C-6. PERCENTAGE OF PARENTS OF MARTIN STUDENTS RESPONDING IN EACH CHOICE CATEGORY ON THE DOC PARENT SURVEY, SPRING 1982. Percentages are rounded to the nearest whole number.

N=54

ITEM	RESPONSES 1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
1.a. Drugs are a problem at Fulmore Jr. High.	39	33	24	4	0
b. Alcohol is a problem at Fulmore Jr. High.	11	17	59	13	0
2.a. Using dogs to detect drugs on campus is a good idea.	74	15	6	0	6
b. Using dogs to detect alcohol on campus is a good idea.	52	33	7	2	6

Figure C-7. PERCENTAGE OF PARENTS OF FULMORE STUDENTS RESPONDING IN EACH CHOICE CATEGORY ON THE DOC PARENT SURVEY, SPRING 1982. Percentages are rounded to the nearest whole number.

Note: Due to the rounding procedure (.5 or higher to round up), percentages will total from 99 to 101.

Attachment C-1

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TO: Lawrence Buford

FROM: David Wilkinson, Evaluation Intern

SUBJECT: Parent Survey for the Drugs Off Campus (DOC) Evaluation

In order to answer the question, "What did school personnel, students, and parents think about the program?" a random sample of 400 parents--100 each with children attending one of the two program (Crockett and Martin) or two comparison (Travis and Fulmore) schools--will be sent the attached survey. The survey contains two of the four questions previously asked of faculty, staff, and students at each of the four schools named above. It has also been given to 22 parents who attended the orientation at Crockett. English and Spanish versions of the survey will be on opposite sides of the single-page survey.

Since the number of parents responding to past surveys has not been large, we think it might help the response rate if the survey were to come from a top administrator. Therefore, we are asking that you sign the four copies of the survey, one for each school. I will be responsible for mailing it out, conducting a follow-up as necessary, and analyzing the results.

If you have any questions or concerns about this survey, I would be glad to discuss them with you. As always, thank you for your help.

DW:lg
Enclosure

APPROVED: _____
Director, Research and Evaluation

81.54

VERSION EN ESPAÑOL AL OTRO LADO

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

January 1982

Dear Parent:

There is a new program in AISD this year. At two schools, trained dogs are being used to detect illegal drugs and alcohol.

You are one of the parents in a randomly selected group who is receiving this survey. Please take a minute now to help. Your opinion is important to us as we decide whether or not to continue this program.

Please complete the survey by responding to the statements which follow. Under each underlined statement, circle the word or words which best express how you feel about that statement.

You do not need to write your name. Your responses are confidential.

Thank you.

Sincerely,

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Drugs are a problem at Crockett High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem at Crockett High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2.a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

81.54

ENGLISH VERSION ON THE OTHER SIDE

Attachment C-2
(continued, page 2 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

Enero 1982

Estimado Padre de Familia:

Este año hay un programa nuevo en el Distrito Escolar de Austin. En dos escuelas se están usando perros entrenados para detectar drogas ilegales y bebidas alcohólicas.

Usted ha sido seleccionado a través de un sorteo para recibir este cuestionario. Queremos tomar en cuenta su opinión al decidir si continuamos este programa o no. Por favor tome unos minutos para ayudarnos.

Llené éste cuestionario, encerrando en un círculo las palabras que mejor expresan lo que usted siente sobre cada una de las oraciones subrayadas.

No necesita usted escribir su nombre. Sus respuestas son confidenciales.

Muchas gracias.

Sinceramente,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Las drogas son un problema en la escuela Crockett.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

b. Las bebidas alcohólicas son un problema en la escuela Crockett.

Estoy muy de acuerdo	Estoy de Acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

2.a. El uso de perros para detectar drogas en la escuela es una buena idea.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

b. El uso de perros para detectar bebidas alcohólicas en la escuela es una buena idea.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

81.54

VERSION EN ESPAÑOL AL OTRO LADO

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

January 1982

Dear Parent:

There is a new program in AISD this year. At two schools, trained dogs are being used to detect illegal drugs and alcohol.

You are one of the parents in a randomly selected group who is receiving this survey. Please take a minute now to help. Your opinion is important to us as we decide whether or not to continue this program.

Please complete the survey by responding to the statements which follow. Under each underlined statement, circle the word or words which best express how you feel about that statement.

You do not need to write your name. Your responses are confidential.

Thank you.

Sincerely,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Drugs are a problem at Travis High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem at Travis High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2.a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

Enero 1982

Estimado Padre de Familia:

Este año hay un programa nuevo en el Distrito Escolar de Austin. En dos escuelas se estan usando perros entrenados para detectar drogas ilegales y bebidas alcohólicas.

Usted ha sido seleccionado a través de un sorteo para recibir èste cuestionario. Queremos tomar en cuenta su opinión al decidir si continuamos este programa o no. Por favor tome unos minutos para ayudarnos.

Llene éste cuestionario, encerrando en un círculo las palabras que mejor expresan lo que usted siente sobre cada una de las oraciones subrayadas.

No necesita usted escribir su nombre.. Sus respuestas son confidenciales.

Muchas gracias.

Sinceramente,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Las drogas son un problema en la escuela Travis .

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

b. Las bebidas alcohólicas son un problema en la escuela Travis.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

2.a. El uso de perros para detectar drogas en la escuela es una buena idea.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

b. El uso de perros para detectar bebidas alcohólicas en la escuela es una buena idea.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

VERSION EN ESPAÑOL AL OTRO LADO

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

January 1982

Dear Parent:

There is a new program in AISD this year. At two schools, trained dogs are being used to detect illegal drugs and alcohol.

You are one of the parents in a randomly selected group who is receiving this survey. Please take a minute now to help. Your opinion is important to us as we decide whether or not to continue this program.

Please complete the survey by responding to the statements which follow. Under each underlined statement, circle the word or words which best express how you feel about that statement.

You do not need to write your name. Your responses are confidential.

Thank you.

Sincerely,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Drugs are a problem at Martin Jr. High.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem at Martin Jr. High.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2.a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good idea.

Strongly Agree Agree Not sure Disagree Strongly Disagree

81.54 ENGLISH VERSION ON THE OTHER SIDE

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

Enero 1982

Estimado Padre de Familia:

Este año hay un programa nuevo en el Distrito Escolar de Austin. En dos escuelas se estan usando perros entrenados para detectar drogas ilegales y bebidas alcohólicas.

Usted ha sido seleccionado a traves de un sorteo para recibir este cuestionario. Queremos tomar en cuenta su opinión al decidir si continuamos este program o no. Por favor tome unos minutos para ayudarnos.

Llene éste cuestionario, encerrando en un círculo las palabras que mejor expresan lo que usted siente sobre cada una de las oraciones subrayadas.

No necesita usted escribir su nombre. Sus respuestas son confidenciales.

Muchas gracias.

Sinceramente,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Las drogas son un problema en la escuela Martin Jr. High.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

b. Las bebidas alcohólicas son un problema en la escuela Martin Jr. High.

Estoy muy de acuerdo | Estoy de Acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

2.a. El uso de perros para detectar drogas en la escuela es una buena idea.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

b. El uso de perros para detectar bebidas alcohólicas en la escuela es una buena idea.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

81.54

VERSION EN ESPAÑOL AL OTRO LADO
Attachment C-2
(continued, page 7 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

January 1982

Dear Parent:

There is a new program in AISD this year. At two schools, trained dogs are being used to detect illegal drugs and alcohol.

You are one of the parents in a randomly selected group who is receiving this survey. Please take a minute now to help. Your opinion is important to us as we decide whether or not to continue this program.

Please complete the survey by responding to the statements which follow. Under each underlined statement, circle the word or words which best express how you feel about that statement.

You do not need to write your name. Your responses are confidential.

Thank you.

Sincerely,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Drugs are a problem at Fulmore Jr. High.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem at Fulmore Jr. High.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2.a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

81.54

ENGLISH VERSION ON THE OTHER SIDE
Attachment C-2
(continued, page 8 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

Enero 1982

Estimado Padre de Familia:

Este año hay un programa nuevo en el Distrito Escolar de Austin. En dos escuelas se estan usando perros entrenados para detectar drogas ilegales y bebidas alcohólicas.

Usted ha sido seleccionado a traves de un sorteo para recibir este cuestionario. Queremos tomar en cuenta su opinión al decidir si continuamos este programa o no. Por favor tome unos minutos para ayudarnos.

Llene éste cuestionario, encerrando en un círculo las palabras que mejor expresan lo que usted siente sobre cada una de las oraciones subrayadas.

No necesita usted escribir su nombre. Sus respuestas son confidenciales.

Muchas gracias.

Sinceramente,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Las drogas son un problema en la escuela Fulmore Jr. High.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

b. Las bebidas alcohólicas son un problema en la escuela Fulmore Jr. High.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

2.a. El uso de perros para detectar drogas en la escuela es una buena idea.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

b. El uso de perros para detectar bebidas alcohólicas en la escuela es una buena idea.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

Attachment C-3

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 7, 1981

TO: Principals Addressed

FROM: David Wilkinson, Evaluation Intern DW

SUBJECT: Parent Survey

As a part of the evaluation of the Drugs Off Campus (DOC) program, 100 parents of randomly selected students at your school will be surveyed in January 1982. A copy of the survey form for your school is attached.

The survey items, excepting only the addition of the school's name in #1, are the same as two of the four items to which your faculty, staff, and student body responded earlier this fall.

Parents will be surveyed by mail and their individual responses will be held confidential.

If you have any questions about this survey, or if a parent has any questions, please call me at 458-1227.

APPROVED: Freda M Hellen
Director, Research and Evaluation

APPROVED: W Dan Hill
Acting Assistant Superintendent for Secondary Education

cc: Lawrence Buford
J. M. Richard

Addressees: Forrest Kline, Crockett
Fortunato Vera, Martin
Jack Allison, Travis
Bill Armentrout, Fulmore

81.54

VERSION EN ESPAÑOL AL OTRO LADO

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

REMINDER

January 1982

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS POSSIBLE. YOUR OPINION IS IMPORTANT TO US!

Dear Parent:

There is a new program in AISD this year. At two schools, trained dogs are being used to detect illegal drugs and alcohol.

You are one of the parents in a randomly selected group who is receiving this survey. Please take a minute now to help. Your opinion is important to us as we decide whether or not to continue this program.

Please complete the survey by responding to the statements which follow. Under each underlined statement, circle the word or words which best express how you feel about that statement.

You do not need to write your name. Your responses are confidential.

Thank you.

Sincerely,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Drugs are a problem at Crockett High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem at Crockett High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2.a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

Enero 1982

POR FAVOR REGRESE ESTE CUESTIONARIO LO ANTES POSIBLE. ¡SU OPINIÓN ES MUY IMPORTANTE PARA NOSOTROS!

RECORDATORIO

Estimado Padre de Familia:

Este año hay un programa nuevo en el Distrito Escolar de Austin. En dos escuelas se están usando perros entrenados para detectar drogas ilegales y bebidas alcohólicas.

Usted ha sido seleccionado a través de un sorteo para recibir este cuestionario. Queremos tomar en cuenta su opinión al decidir si continuamos este programa o no. Por favor tome unos minutos para ayudarnos.

Llene éste cuestionario, encerrando en un círculo las palabras que mejor expresan lo que usted siente sobre cada una de las oraciones subrayadas.

No necesita usted escribir su nombre. Sus respuestas son confidenciales.

Muchas gracias.

Sinceramente,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Las drogas son un problema en la escuela Crockett.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

b. Las bebidas alcohólicas son un problema en la escuela Crockett.

Estoy muy de acuerdo | Estoy de Acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

2.a. El uso de perros para detectar drogas en la escuela es una buena idea.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

b. El uso de perros para detectar bebidas alcohólicas en la escuela es una buena idea.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy seguro | No estoy de acuerdo | Estoy muy en desacuerdo

---

FILE ID A S H CARD FILE LAYOUT LOCATION

NAME David Wilkinson DATE 1/4/82

COMMENTS DRUG/ALCOHOL SURVEY - PARENT - 1981-82 DRUGS OFF CAMPUS (DOC) PROGRAM

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID: ASH
B	4 - 6	Survey No: Range = 1-400: 001-100 = Crockett, 101-200 = Martin, 201-300 = Travis,
		301-400 = Fulmore
C	7 - 10	Survey Responses (Items 1a., 1b., 2a., 2b.) - 1 = Strongly Agree
		2 = Agree
		3 = Not Sure
		4 = Disagree
		5 = Strongly Disagree
D	11 - 13	Same as columns 4-6
E	14 - 17	Same as columns 7-10
F	18 - 80	Repeat as in columns 4-10. Each punched card will have the file ID followed by 11
		7-column records.
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

Drugs Off Campus

Appendix D

STUDENT INTERVIEW

81.54

Instrument Description: Student Interview

Brief description of the instrument:

The interview form consists of eight questions dealing with the perceptions of the student about the experience of being searched. The questions focus on what happened, according to the student, how the student felt about it, and how the student would order events if the same situation occurred again.

To whom was the instrument administered?

A sample of Crockett High School and Martin Junior High School students who were searched because of a dog alert without any contraband being found.

How many times was the instrument administered?

Once to each student. In all, 12 high school and 4 junior high school students were interviewed.

When was the instrument administered?

March 4, 1982 through April 28, 1982.

Where was the instrument administered?

In an office or conference room on the campuses of Martin Junior High School and Crockett High School.

Who administered the instrument?

The Systemwide Evaluation Evaluation Intern and the Systemwide Testing Evaluation Assistant.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None identified.

Who developed the instrument?

The Evaluation Intern with input from Research and Evaluation and school staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

STUDENT INTERVIEW

Purpose

The DOC Student Interview provided information pertinent to the following decision and evaluation questions:

> Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?
>
> > Evaluation Question D1-6: Relative to its benefits, what were the direct and indirect costs of the program?

Procedure

Review of successive draft interview forms by ORE staff, the Director of Secondary Management, the Acting Assistant Superintendent for Secondary Education, and the principals of Crockett and Martin resulted in the final form shown in Attachment D-1. Attachment D-2 is a copy of the memorandum sent to the principals of Crockett and Martin subsequent to discussions with them about the purpose of the Student Interview and the interview procedures to be employed. The list of students referred to in the memo is not appended so that individual student names can be kept confidential. Attachment D-3 is a copy of the letter sent to the parents of the students who were selected to be interviewed. As stated in the letter, the interview was voluntary. Parent letters were sent before interviews were scheduled to enable parents and children to discuss the matter.

As stated in the memo to the principals (Attachment D-2), the students selected to be interviewed were those who, as a result of a dog alert, were searched--personally, or had a car or locker searched--without anything illegal being found. It should be noted that the foregoing is the definition of a "false alert." What is meant by "illegal" in this context and how many false alerts there were is discussed in Appendix J.

A list of the students meeting the criteria noted above was drawn up in January 1982 and finalized the following month. As a result, almost all of the students selected to be interviewed were searched during the first semester of the 1981-82 school year, between October and December, 1981. Information concerning when and where searches were made, what grades students who were searched were in, and what was found, is summarized in Figure D-1.

CROCKETT

Date of Search	Search of	Student's Grade	Substance Found
10/6/81	Purse	9	Nothing
10/6/81	Pockets	9	Nothing
10/6/81	Pockets	9	Nothing
10/6/81	Pockets	10	Nothing
10/6/81	Purse	10	Prescription medicine
10/12/81	Car	11	Spilled alcohol
10/12/81	Car	12	Nothing
10/27/81	Car	9	Nothing
10/27/81	Car	11	Empty beer cans; medication
11/20/81	Outer clothing	9	Scent on borrowed coat
11/20/81	Car	11	Nothing
11/20/81	Car	12	Nothing
12/3/81	Purse	10	Medication
12/3/81	Locker	11	Tennis ball
12/3/81	Locker	12	Freshly fired ceramic
12/8/81	Car	12	Aroma
12/17/81	Outer clothing	12	Scent on jacket
1/19/82	Locker	9	Nothing*

*Subsequently discovered that the student had no drugs or alcohol, but did have a knife and razor blade.

MARTIN

Date of Search	Search of	Student's Grade	Substance Found
11/12/81	Pockets	8	Nothing
11/12/81	Pockets	8	Nothing
1/6/82	Purse	8	Nothing
2/8/82	Purse	8	Nothing

Figure D-1. STUDENTS SELECTED TO BE INTERVIEWED DUE TO BEING SEARCHED BECAUSE OF A DOG ALERT WITHOUT ANYTHING ILLEGAL FOUND.

Altogether, 22 students (18 high school and 4 junior high school) were selected to be interviewed. Of the high school students, two refused to be interviewed, two others dropped out from school before the interviews were scheduled, one transferred to another school, and one graduated. The remaining 12 high school students were interviewed. Nine of the students were male, three female. All four, two male and two female, junior high school students were interviewed. Interviews were conducted by the Evaluation Intern, with assistance from the Systemwide Testing Evaluation Assistant. The number of interviews conducted by each individual and the approximate length of each interview are presented in Figure D-2 on the next page.

SCHOOL	INTERVIEWER	NUMBER OF INTERVIEWS	LENGTH OF INTERVIEWS (in minutes)	TOTAL
Crockett	Evaluation Intern	10	30 60 15 30 15 20 35 40 40 30	5 hours 15 minutes
	Evaluation Assistant	2	35 75	1 hour 50 minutes
Martin	Evaluation Intern	2	40 20	1 hour
	Evaluation Assistant	2	15 45	1 hour
		16		9 hours 5 minutes

The average interview length at Crockett was 35 minutes.
The average interview length at Martin was 30 minutes.
The average interview length for both schools combined was 34 minutes.

Figure D-2. NUMBER AND APPROXIMATE LENGTH OF DOC STUDENT INTERVIEWS, SPRING 1982. Interview times were rounded to the nearest 5 minutes.

Results

Information obtained from the Crockett and Martin students' responses to the eight interview questions is presented, by question, below. Individual responses are paraphrased unless otherwise indicated.

1. What happened on the day you/your car/your locker were/was searched?

Particulars of the students' experiences were too numerous to detail here. Some common features of their reports, and some details specific to individual students, are listed below. It should be noted that one Crockett student who was searched twice made dual responses to each question.

CROCKETT

RESPONSE	FREQUENCY
. Gotten out of class by an assistant principal who came to the classroom in person.	5
. In a class which the dogs searched.	4
. In class and summoned to the office via a call slip delivered by a student aide.	2
. In class and summoned to the office by an announcement over the public address (PA) system requesting that the owner of a certain vehicle report to the office (description and license plate identification were given).	2
. Told dog alerted on car/truck.	4
. Told dog alerted on locker.	2
. Asked if would open car/truck.	3
. Asked if would open locker.	2
. Asked if knew why dog alerted.	3
. Asked by assistant principal if anything in car.	1
. Car/truck searched.	7
. Locker searched.	2
. Taken from class to vacant room or into hall and searched.	4
. Pockets/outer clothing were searched.	4
. Purse was searched.	1
. Books were searched.	1
. Helped with the search.	1
. Queried during the search. Asked...	5
. For personal information (name, age, grade)	2
. About family members and drugs or alcohol.	2
. Where the drugs were hidden.	1
. About prescription medicine found.	1
. Administrators were present during the search.	10
. Assistant principal(s).	8
. Principal.	1

. Principal and assistant principal.	1
. Some adults (unsure who) were present during the search.	3
. Father was present during search of car.	1
. Given apology by assistant principals (when father present).	1

MARTIN

RESPONSE	FREQUENCY
. In a class which the dogs searched.	4
. Knew when dog alerted.	4
. Gotten out of class by an assistant principal who came to the class in person.	2
. Summoned to the office via a call slip delivered by a student aide.	1
. Brought out of class by the principal.	1
. Searched in an administrator's office.	4
. Pockets/outer clothing were searched.	4
. Parents were called.	4

2. What was said to you before you/your car/your locker were/was searched?

CROCKETT

RESPONSE	FREQUENCY
. Told dog alerted on car/truck. And...	5
. Asked to open car/truck.	3
. Could they search it?	1
. Asked what could be in there.	1
. Asked for name, grade, and if owned car.	1
. Told to bring books and purse and asked name, age, grade, and birthday.	1
. Asked to open locker.	1
. Asked what could have caused dog to alert.	1
. Principal asked whether had been smoking marijuana.	1
. Told had been alerted on.	1
. Asked if could search outer clothing (jacket, pants, socks).	1
. Told dog had alerted on locker; nothing to be upset about; needed locker to be opened.	1

MARTIN

RESPONSE	FREQUENCY
. Told had been alerted on. And...	3
. Asked to empty pockets.	2
. They needed to check.	1
. Asked if had anything, if had medication.	1
. Told by assistant principal that should not hang around with people who smoke.	1

3. How did you feel while you were/it was being searched?

CROCKETT

RESPONSE	FREQUENCY
. "Scared."	3
. Scared at first, later gained confidence.	2
. Slightly concerned.	1
. Not really scared.	1
. Nothing to hide.	1
. Pretty good, not really bothered.	1
. Really confident.	1
. "Kind of insulted."	1
. "Embarrassed."	1
. "Getting mad."	1

MARTIN

RESPONSE	FREQUENCY
. "Like a convict"; mad because falsely accused before.	1
. Normal, nothing to hide.	1
. Not scared, knew nothing on him.	1
. Did not feel that good.	1

4. How do you feel about the search now?

CROCKETT

RESPONSE	FREQUENCY
. "Doesn't bother me." All in the past. If happened again would open truck again.	1
. "Kind of angry" because it "doesn't justify bringing a student out of class" for a futile search.	1
. Still a little anger, especially since was treated better when a parent was there.	1
. Alright, I guess. They have every right to search.	1
. "Well, I think they were doing their job and everything, but I don't like the dogs coming. I'm terrified of them."	1
. "Still feel insulted. I told them I didn't have anything and they still searched me."	1
. Glad it was over with.	1
. Fine. Students should not bring drugs and beer to school.	1
. Do not really care; it is over with.	1
. It was right for school to search.	1
. "I still don't think it's a very good idea." Searching lockers is OK, but not cars. "You bought it, it's yours."	1
. The same as when search[illegible]—pretty good, not really bothered.	1
. Good in a way, in some ways not. Good in that program is protecting students, but program sets the school apart.	1

MARTIN

RESPONSE	FREQUENCY
. If there is to be a program, "should show what the drugs can do to you."	1
. OK, not too bad.	1
. In a way good since search proved that did not take drugs.	1
. Should not have happened. Enough pressure in school without a dog being wrong about you.	1

5. If the same situation came up again, should the school officials do anything differently?

CROCKETT

RESPONSE	FREQUENCY
. No. Because...	8
. Assistant principal came right to the point, did not beat around the bush.	1
. Should use the same system for everyone.	1
. Something could be found the second time.	1
. Yes. School officials should...	3
. Not act as if there was something there when there was not.	2
. Call a student down to the office later, rather than in front of other students.	1
. Do not know. Probably not.	1

MARTIN

RESPONSE	FREQUENCY
. No. They did not do anything, just searched me.	1
. Yes. School officials should...	1
. Not call parents if nothing found.	
. Wait until the end of class and send someone besides the assistant principal to get you.	
. Student's response did not address the question.	1
. Student was silent, no response.	1

6. If the same situation came up again, would you do anything differently?

CROCKETT

RESPONSE	FREQUENCY
. No.	9
. But I would still be scared.	1

- But would consider refusing to open truck. 1
- "Because I feel I shouldn't have to do anything differently." 1

- Yes.
  - Would not open up vehicle again until the school obtained a search warrant. 1
  - Would not permit search unless parents decided to allow it. 1

- Would be more aware of the possibility of getting caught with drugs or alcohol. 1

MARTIN

RESPONSE	FREQUENCY
. No.	1
. "I don't think so."	1
. "I would just get a lot angrier than I was."	1
. Yes. Would not let them search until parents notified and approved it.	1

7. How much class did you miss on the day you were searched?

The following were the students' estimates, expressed in minutes. One Crockett student was searched twice.

CROCKETT

RESPONSE	FREQUENCY
. 15 minutes.	4
. 10 minutes.	2
. 5 minutes.	2
. 20-25 minutes.	1
. 30 minutes.	1
. 60 minutes.	1
. 2 minutes.	1
. 0 minutes.	1

MARTIN

RESPONSE	FREQUENCY
. 28 minutes (1/2 period).	1
. 30 minutes.	1
. 10 minutes.	1
. 75 minutes.	1

8. Do you have any other thoughts about what we've talked about that you'd like to share with me?

CROCKETT

RESPONSE	FREQUENCY
. No.	2
. Program is doing a good job in keeping drugs off campus. Kids that used to bring a joint on campus and smoke it during the day no longer do so because they are "afraid of getting busted."	1
. Good to keep drugs out of school but should not use dogs. "I can't rely on a dog to prove me guilty. I was assumed guilty and proven innocent." Also, wrong to put student in company of 5 or 6 accusing adults.	1
. It is just rumor that they have been breaking into cars. Also, though people talk about the invasion of their privacy, lockers are really the school's property.	1
. School would be a better place without drugs. However, when nothing found should be announced to class, along with an apology, to head off gossip.	1
. Having dogs on the campus a good idea. Should come more often and check lockers and cars at least two days a week. Students should be willing to open their lockers.	1
. Students should not drink in school but searching cars goes "too far." Students sometimes party and beer gets spilled. Drugs are illegal and should not be in either school or your car.	1
. What would have happened if had not agreed to be interviewed?	1
. Students should not bring things on campus against school or School Board procedure. If they do, they deserve to get caught. "If you don't have nothing to hide, why would you care if they search you?"	1
. Did not like the whole thing, nor did mother. School officials acted as if something had to be in the car, even if they could not find it. Did not get satisfactory hearing.	1
. If students cannot come to school and do what they are supposed to, it is a waste of their time and the teacher's.	1

MARTIN

RESPONSE	FREQUENCY
. No.	2
. Should show "more movies about dope so kids can get an idea of how it can hurt you." Demonstration alone "won't cut it." It just shows you that the dogs can act like they can catch you, but they can't."	1
. Should not spend so much on dogs. Should spend on good counselors instead and should start in 6th grade when kids begin to learn about drugs. Give them a good scare by taking them to hospitals, mental wards, and jails.	1

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment D-1

1981-82

DRUGS OFF CAMPUS (DOC) STUDENT INTERVIEW

Interviewer: _____ Date/Time: _____

Student Number: _____

****

Hi. My name is _____. I work for the school district in the Office of Research and Evaluation. We are asking some students how they feel about th Drugs Off Campus, or DOC, Program. The interview will take 15-30 minutes, and what we talk about will le confidential. That means that I will not pass on anything you tell me to your parents, your teachers, or the principal. The information you and other stu dents provide will be combined in a report, but no student names will appear in the report. Also, this interview has nothing to do with your grades. Okay? Fine, here's the first question.

1. What happened on the day you/your car/your locker were/was searched?

2. What was said to you before you/your car/your locker were/was searched?

3. How did you feel while you were/it was being searched?

4. How do you feel about the search now?

5. If the same situation came up again, should the school officials do anything differently?

6. If the same situation came up again, would you do anything differently?

7. How much class did you miss on the day you were searched?

8. Do you have any other thoughts about what we've talked about that you'd like to share with me?

Interviewer: Write the student's responses on separate sheets of paper. Note direct quotes. Paraphrase when quotation is not possible. Use both the probe and clarify techniques and conventions as necessary to obtain the fullest responses possible. Verify with the student the accuracy of the responses you have noted.

The information from this interview is confidential.

Attachment D-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 15, 1982

TO: Forrest Kline, Principal, Crockett
Fortunato Vera, Principal, Martin

FROM: David Wilkinson, DW Evaluation Intern

SUBJECT: Drugs Off Campus (DOC) Student Interview

As we discussed and agreed upon last week, I and another ORE staff member, Phil Jones, an Evaluation Assistant, will be conducting in-school interviews with those students who were searched as a result of a dog alert without anything illegal being found. Some or all of these students will be interviewed at Crockett, depending on the number of students and on the time available. All of these students will be interviewed at Martin.

Attached is a list of the students I have determined to meet the interview criteria. I will be contacting your assistant principals to arrange times, dates, and suitable places for the interviews. A copy of the letter to parents is attached.

If you have additional questions or concerns about the interview or the information reflected here, please call me at 458-1227.

Thank you for your assistance and cooperation.

DW:lg
Attachment

APPROVED: _____
Director, Research and Evaluation

APPROVED: _____
Acting Assistant Superintendent for Secondary Education

cc: Lawrence Buford
J. M. Richard
Frances Bush
Libron Washington

Attachment D-3

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT

OFFICE OF RESEARCH AND EVALUATION

To the parents of

Your child is part of a group of students who have been selected to be interviewed at school during the month of March. His/her answers will help the School District to know some things about how the Drugs Off Campus (DOC) Program is affecting students. The interview will be conducted by a trained staff member from the District's Office of Research and Evaluation and will take from 15-30 minutes.

Your child may choose whether or not to be interviewed; however, his/her answers are important to the District's understanding of this program. If you have any questions, please feel free to call your child's principal or David Wilkinson at the Office of Research and Evaluation (458-1227).

Thank you for your cooperation.

Sincerely,

Freda M. Holley

Freda M. Holley, Ph.D.
Director, Office of Research and Evaluation

FMH:DW:lg

63

Drugs Off Campus

Appendix E

ADMINISTRATOR INTERVIEW

Instrument Description: Administrator Interview

Brief description of the instrument:

The interview form consists of 11 questions dealing with administrators' views about the implementation of the DOC Program, the effects of the program, and changes in or alternatives to the program that might be desirable. Six of the questions are open-ended. The remainder have "tag" questions (e.g., "Why?") intended to prevent simple yes/no responses.

To whom was the instrument administered?

Principals and assistant principals at Martin Junior High School and Crockett High School.

How many times was the instrument administered?

Once to each principal individually and once to each group of assistant principals. In all, seven administrators were interviewed.

When was the instrument administered?

All interviews at Martin were conducted on April 26, 1982. At Crockett, assistant principals were interviewed on April 26 and the principal on April 29, 1982.

Where was the instrument administered?

In offices on the campuses of Martin Junior High School and Crockett High School.

Who administered the instrument?

The Evaluation Intern.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None identified.

Who developed the instrument?

The Evaluation Intern with input from Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

71

ADMINISTRATOR INTERVIEW

Purpose

The DOC Administrator Interview provided information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?

Evaluation Question D1-6: Relative to its benefits, what were the direct and indirect costs of the program?

Decision Question D2: If the program is continued, should it be modified or continued as is?

Evaluation Question D2-1: What services did the contractor provide?

Evaluation Question D2-2: Were the services provided adequate to meet the needs of the school?

Evaluation Question D2-3: What training and information were provided to school personnel, students, and parents?

Evaluation Question D2-4: What did school personnel, students, and parents think about the program?

Procedure

An interview form consisting of 11 questions was developed and, after review by the Senior Evaluator and the Director, was sent to administrators at Martin Junior and Crockett High School, along with a cover memorandum. Both memo and interview form are contained in Attachment E-1. A draft of the interview form had been previously sent, along with some other materials, to the Acting Assistant Superintendent for Secondary Education (see Attachment G-4), but no suggestions for revision were made. Appointments were made with all administrators for April 26, 1982, approximately two weeks after the interview form was sent. No suggestions for modification of the interview form were received by the Evaluation Intern in that interim.

The interviews were conducted by the Evaluation Intern in the administrators' offices. Seven administrators, including all of the persons named in the memo (Attachment E-1) and an additional assistant principal at each school, were interviewed. No counselors were designated by the principals to be interviewed. Attachment E-2 details the number of administrators interviewed and the approximate length of the interviews. With one exception, at the

the conclusion of each interview, the Evaluation Intern reread the interview questions and the responses to them from notes taken during the interview. Interviewees were asked to check the accuracy and completeness of the notes. The exception was the interview of three Crockett assistant principals. Because of the length of the interview--approximately two and one-quarter hours--the interviewees declined the review offer.

Results

The Crockett and Martin administrators' responses to the 11 interview questions are presented, by question, below. Responses are paraphrased unless otherwise indicated.

Note: Since two assistant principals at Martin and three at Crockett were interviewed as a group, the usual structured situation in which the interviewer controls the presentation of stimuli did not occur. The response of one of the interviewees could, and did in the interviews, serve as a stimulus to another of the interviewees and influence the second's responses. For this reason, the individual responses of the assistant principals cannot be rendered separately from the context in which they occurred. The responses of the assistant principals, therefore, will be presented in condensed form. All of the salient points of the different interviewees will be listed, but individual comments will not be matched to particular persons.

1. What services did the contractor provide?

CROCKETT

Principal:
- Dogs, handlers at various times during the year, at various hours.
- Services provided were what were promised, what the company said it would furnish. Search teams would go where the school wanted them.

Assistant Principals:
- Dogs to go through classes, parking lots, lockers.
- Lab analysis at the school's request--five times this year.
- Advice on how to handle situations.
- Actual searching of automobiles.
- Written reports on what was found.
- Orientations for staff, parents, and students.

MARTIN

Principal:
- Orientations for parents, students, and staff.
- Dogs.
- There would be a search whenever there was an alert, which was not often.

Assistant
Principals: . Physically bringing the dogs to orientation meetings.
. Using the dogs at the orientations to show what they could do. Also, to show parents that the dogs were not dangerous to the students.

2. Were the services provided adequate to meet the needs of the school? If not, how were they inadequate?

CROCKETT

Principal: . Yes, but to be completely adequate would have to have them there all the time. Sometimes students slip through the net.

Assistant
Principals: . Yes, "more than adequate." But...
. Some dog handlers worked better with the students than others. One handler made tactless comments to students, implying that the students had something hidden.
. They came out more often than they were needed. The program could be as effective with less time in the school.
. Adjustments were required in the spring so that visits would be limited to one-half day per week.

MARTIN

Principal: . "I would imagine." The company provided what it had contracted for--no more, no less.

Assistant
Principals: . Adequate. But...
. The dogs were not as well trained as they might have been.
. They brought a "puppy" a couple of times and were asked not to bring it again.

3. What training and information about the program were provided to school personnel, students, and parents?

CROCKETT

Principal: . The contractor conducted orientations for faculty, students, and parents.

Assistant
Principals: . There were orientations for staff, students, and parents.
. Training was an ongoing thing. Handlers would stop and answer students' questions.

MARTIN

Principal: . "Just the orientation."

Assistant Principals: . Only the orientation. Procedures were spelled out in the first orientation. It was "cut and dried" thereafter.

4. How do you think your students are reacting to the program? How are parents? Staff?

CROCKETT

Principal:
- Students: "I think fine." No negative reaction expressed personally to him by students. Students are not concerned when the dogs come to the classrooms.
- Parents: Received no negative reaction from parents "since I don't know when." There has been a postive reaction from many parents, partly in response to the media "roasting" Crockett.
- Staff: A high percentage are in favor of it. There is a controversy about how much of a drug problem there is. Some people think one child involved with drugs is a problem, others only if a larger number of students are involved.

Assistant Principals:
- Students: Overall, students are accepting it as well as any disciplinary measure. They understand the need for it.
- Parents: A positive reaction from an overwhelming majority. There have been some vocal dissenters. One or two parents have totally disagreed with the program.
- Staff: A strong majority of the staff agree with the use of the program. A vocal minority is against the program.

MARTIN

Principal:
- Students: "Blase' now. They've gotten used to it." The dog goes through the motions. They were apprehensive at first but after the second or third time the dogs came, it was "as if nobody was going through."
- Parents: Have not heard from parents. Responded to one parent's letter to the newspaper by also writing a letter.
- Staff: Staff are quiet, even though some are against it. These go through the motions. They told him that they would fight it through neighborhood organizations, would work against the program from the outside.

Assistant Principals:
- Students and parents are very accepting of it. Some teachers are "uptight," are threatened by dogs being on campus, even though the dogs were never used to investigate teachers.

5. Do you think the rights and feelings of students are being given adequate consideration by the persons involved with the program? If not, what should be done?

CROCKETT

Principal:
- "Yes, I think so."
- Students are amply warned. New students and their parents are informed.

.Did not know of any infringement. No parents have called him personally to complain about the treatment their children have had.

Assistant Principals:
.Yes. In fact, administrators have gone out of the way to have students understand they are not being accused. They try to handle the situation so that it is a learning experience for them. Try to have the outcome not be that students feel like "lesser" people.
.Students are handled very delicately. They are not talked down to, bullied, coerced, or embarrassed to cause them to admit to something.
.Crockett staff would talk to students while a search was going on.
.They also listened. Allowed students to tell their side, even to furnish witnesses and anonymous written statements from people who would otherwise be implicated.

MARTIN

Principal:
."Yeah, as far as I'm concerned." There have been few searches. In them, students' rights and feelings have been taken into consideration.

Assistant Principals:
.Students' rights and feelings have been given adequate consideration, not infringed upon. Searches were done in a very low-key manner.

6. Do you think the program's activities helped or hindered important on-going educational activities? Why?

CROCKETT

Principal:
.Neither helped nor hindered.
.The dogs were minimally intrusive, entering rooms only where they would not be an intrusion, e.g., when students were doing seatwork.
.The dogs were in and out of classes quickly. Recently, they moved through 14 classrooms in five different areas of the school in one 55-minute period.
.The dogs were helpful in stimulating discussion among students.

Assistant Principals:
.The disruption of classes by the dogs has to be weighed against the benefits of keeping drugs off campus.
.The dogs were no more of a hindrance than other minor disruptions in the school.
.The activities of the program did not hinder the educational process and did help it.

MARTIN

Principal:
- It did not help or hinder.
- There was a small loss of instructional time and "a great deal of administrative time lost."

Assistant Principals:
- The dogs disturbed some teachers, who made a point of not doing anything when the dogs were in their classes.
- The arrival of the dogs brought administrative activities to a stop for as long as the dogs were there.

7. Do you think the activities of the program have reduced the incidence of drug-related activities on your campus? Why?

CROCKETT

Principal:
- Yes. Fewer cases have hit the campus.
- In recent searches, there were indications that marijuana had been there (e.g., rolling papers, baggies, and pipes), but none was found.
- Students have reported that they use marijuana but are not so dumb as to bring it on campus.
- Teachers say students say there is not as much because they do not want to take chances in getting caught.

Assistant Principals:
- Yes. In the past, large quantities of drugs would be found, but not this year.
- The program has cut down on drug-related cases considerably.
- The dogs have made drug-related/activities a lot easier to detect.
- The dogs confer much more credibility on suspicions of drug-related activity. Their indications are more convincing than your own senses. There is more validity, authenticity to them because the dogs are trained.

MARTIN

Principal:
- Not sure. There have not been many alerts.
- The dogs do not hunt; they do not do their job.
- The few drug-related cases were found by school personnel themselves.
- Maybe "psychologically" the program was effective, but not possible to pinpoint its effect.

Assistant Principals:
- Reduced, because of the "threat," the "fear" of getting caught by the dogs.
- The fear is not as real as it could be because the dogs are not as effective as they could be.

.The times of arrival are predictable--usually the first thing in the morning Mondays and Fridays. This is bad because these are the worst attendance days and the kids with problems are likely not there.
.Martin is having an "outstanding" year as far as drugs are concerned, even with a larger enrollment. This speaks well for the program as a deterrent.
.There are other factors, though. This year's eighth graders are more mature. Also, Martin did a good job with integration.

8. What things do you think are good about the program, and what things do you think are bad?

CROCKETT

Principal: .Good: .Fewer drugs on the campus.
.Less use, less exposure for younger students.
.Allows the student to resist peer pressure.
.Fear is a "regulator."
.Bad: .It takes administrative time above and beyond what administrators are spending now.

Assistant Principals: .Good: .The program is doing what it is supposed to do. It is not 100% effective, but the incidence of drug-related activities is significantly lower.
.The dogs are an efficient way to detect drugs. The school could not do as well earlier.
.The program assists in keeping drugs away from students who do not use them.
.It yields information that ought to be shared with parents.
.It is not necessarily bad that kids get apprehensive; it is a signal to them to watch themselves.
.Bad: .The time needed to work with the program.
.Innocent individuals feeling guilty, coming under suspicion.

MARTIN

Principal: .Good: .The psychological aspect. The kids knew the dogs were going to come.
.Bad: .The dogs were not that accurate.

Assistant Principals: .Good: .The deterrent factor.
.The program scares kids, keeps them "off guard," thus making trafficking difficult.
.Bad: .The time factor, the time wasted away from the office in going with the dogs.
.Administrators seldom knew when the dogs were coming. If there was something big going on, it had to be dropped when the dogs came. This included parent-teacher conferences or other discipline-related cases, like a fight.

9. Overall, do you think this is a valuable program which should be retained next year? Why?

CROCKETT

Principal:
- Yes. How valuable it is no one can say for sure.
- It should be retained:
  - If the District wants to keep drugs off campus.
  - Because the program makes a good PR situation for the schools, in that it addresses the public concern about drugs reflected in the polls.
  - Because it lets teachers know that there is an attempt to deal with the problem.
  - Since parents have reacted positively to the program.

Assistant Principals:
- Yes. It is valuable and should be retained:
  - If you work on the assumption that drugs have no place on a high school campus.
  - Because the less there is, the less students are going to use it.
  - Because parents have a right to assume that their children will be free from drugs in school, where the peer pressure and contact are greatest.

MARTIN

Principal:
- No. The program is not worth the amount of money it costs for the amount of good it is doing.

Assistant Principals:
- Yes. If the program is removed, the students will start bringing pot onto the campus again.
- It eases our job.

10. If the program is retained, what changes, if any, would you like to see in it?

CROCKETT

Principal:
- Better parent involvement.
- More people exposed to the program as actually practiced. This would correct their misconceptions, e.g., that the dogs are German shepherds or dobermans.

Assistant Principals:
- Fewer hours when the dogs are on campus.
- Some referral agency or some funds for someone to come to the campus to do rehabilitative work with the students. It was necessary to call on volunteers to fill this need.

MARTIN

Principal: . "Better dogs, I guess." The program is OK. Just better quality services are needed.

Assistant Principals: . Advance warning of the dogs' coming would allow for better planning of time.

11. If the program is not retained, what alternatives do you think there might be to the program?

CROCKETT

Principal: . There is not an alternative which serves the same purpose.

Assistant Principals: . There is not another program which keeps drugs off campus.
. There is a need for a counseling service to go with the program, perhaps a staff person to come to the campus 1/2 day a week.

MARTIN

Principal: . Add funds to CPDE.
. Contract with or coordinate with outside agencies that work with children to provide services. Some of these agencies are PDAP, MHMR, Youth Advocacy, Deliquency Prevention.

Assistant Principals: . Contract with people who can put on a program which would involve kids.

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment E-1
(Page 1 of 2)

April 14, 1982

TO: Forrest Kline, Principal, Crockett
Fortunato Vera, Principal, Martin

FROM: David Wilkinson, DW Evaluation Intern

SUBJECT: Administrator Interview

As part of the Drugs Off Campus (DOC) evaluation, I need to interview you and some of your administrative or professional staff. Besides yourself, I would like to talk with those persons on your staff who have had some active involvement with the DOC program. At Crockett, these persons would include Assistant Principals Frances Bush and Johnny Brown, and at Martin, Assistant Principal Libron Washington. If there are other administrative or professional staff--among your counselors, for example--that you feel ought to be interviewed because of their involvement with the DOC program, please let me know. Due to time considerations I cannot interview everyone who would like to express an opinion, but I do want to talk to those persons who can increase my understanding of the program.

I will be calling you soon to make arrangements for the interviews. At present, I am anticipating talking to you individually, and then your staff as a group, sometime during the week of April 26. I estimate that each interview will take one hour. The interview questions are enclosed for your and your staff's consideration. Please feel free to make written comments for reference during the interview and/or to give these to me to supplement your verbal responses.

If you have any questions about the interview, please call me at 458-1227.

DW:lg
Enclosure

APPROVED: _____
Director, Research and Evaluation

APPROVED: _____
Acting Assistant Superintendent for Secondary Education

cc: Lawrence Buford
J. M. Richard
Frances Bush
Johnny Brown
Libron Washington

81

April, 1982

DRUGS OFF CAMPUS (DOC) ADMINISTRATOR INTERVIEW

1. What services did the contractor provide?

2. Were the services provided adequate to meet the needs of the school? If not, how were they inadequate?

3. What training and information about the program were provided to school personnel, students, and parents?

4. How do you think your students are reacting to the program? How are parents? Staff?

5. Do you think the rights and feelings of students are being given adequate consideration by the persons involved with the program? If not, what should be done?

6. Do you think the program's activities helped or hindered important ongoing educational activities? Why?

7. Do you think the activities of the program have reduced the incidence of drug-related activities on your campus? Why?

8. What things do you think are good about the program, and what things do you think are bad?

9. Overall, do you think this is a valuable program which should be retained next year? Why?

10. If the program is retained, what changes, if any, would you like to see in it?

11. If the program is not retained, what alternatives do you think there might be to the program?

Attachment E-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 1982

DOC ADMINISTRATOR INTERVIEW

School	Administrators Interviewed	Approximate Length
Martin	Principal	25 minutes
	Assistant Principals (2)	1 hour
Crockett	Principal	1 hour
	Assistant Principals (3)	2 hours 15 minutes

Interviews were conducted by the Evaluation Intern on Monday, April 26, 1982 and Thursday, April 29, 1982.

Drugs Off Campus

Appendix F

DISTRICTWIDE TEACHER SURVEY

81.54

Instrument Description: Districtwide Teacher Survey (Questions for Teachers)

Brief description of the instrument:

A computer-generated questionnaire, with a unique assortment of from 9 to 14 questions per teacher from an item pool of 63 items. There were specific items for some programs and the remaining questions were randomly assigned.

To whom was the instrument administered?

All Migrant Program and Rainbow Kit Program teachers, all teachers at Crockett High School and Martin Junior High, and a 50% random sample of all other teachers in the District. Teachers who had previously been sent a Retention Survey were excluded from the sample.

How many times was the instrument administered?

Once, with one reminder notice.

When was the instrument administered?

Initial mailing was March 2, 1982, with a reminder sent on March 23, 1982. The closing date for data processing was April 9, 1982.

Where was the instrument administered?

To the teachers in their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some items are comparable to items from previous surveys.

DISTRICTWIDE TEACHER SURVEY

Purpose

The purpose for administering the Districtwide Teacher Survey, called Questions for Teachers, is discussed in Appendix H of Final Technical Report: Systemwide Evaluation 1981-82 (Publication Number 81.24).

Beyond the reasons documented in the report cited above, the survey also served to provide information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?

Evaluation Question D1-6: Relative to its benefits, what were the direct and indirect costs of the program?

Decision Question D2: If the program is continued, should it be modified or continued as is?

Evaluation Question D2-2: Were the services provided adequate to meet the needs of the school?

Evaluation Question D2-4: What did school personnel, students, and parents think about the program?

Procedure

Administration procedures for the Districtwide Teacher Survey are described in Appendix H of Final Technical Report: Systemwide Evaluation 1981-82 (Publication Number 81.24). It is useful to restate here that 100% of the Crockett and Martin teachers, and only those teachers, received items 60-63, which specifically addressed the DOC Program. A copy of these items as they appeared on the survey form is Attachment F-1.

In addition to the four DOC items which Martin and Crockett teachers received, an item of related interest (#15) was given to 327 elementary and secondary teachers, 22 of whom were Crockett teachers and 10 Martin teachers. Item 15 is stated, "Students are receiving adequate drug education." As with each of the items, teachers were asked to rate their level of agreement using the following response scale: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree, and 0 = don't know.

Teachers' responses were keypunched by the Southwest Educational Development Laboratory (SEDL) and the resulting cards used to create a computer file. Using this file, the District Priorities programmer determined:

1. The number of teachers answering each item.

2. The percentage of teachers choosing each response category.

Results for items 60-63 and item 15 are presented in the next section.

Results

Figure F-1 below shows the number and percentage of teachers responding to each item. Figure F-2 gives the number and percentage of teachers responding in each choice category. Figures F-3 and F-4, respectively, show the number and percentage of Crockett and Martin teachers responding in each choice category.

	ITEM	NUMBER SAMPLED	NUMBER RESPONDING	PERCENT RESPONDING
60.	The activities of the Drugs Off Campus (DOC) Program hindered important ongoing educational activities.	203	159	78%
61.	I have received adequate information about the DOC Program.	203	159	78%
62.	My students have reacted well to the DOC Program.	203	159	78%
63.	The rights and feelings of students are being given adequate consideration by those involved in the DOC Program.	203	159	78%
15.	Students are receiving adequate drug education.	327	265	81%

Note: On items 60-63, respondents are 123 Crockett and 36 Martin teachers. On item 15, 265 respondents included 22 Crockett and 10 Martin ceachers.

Figure F-1. NUMBER AND PERCENT OF TEACHERS RESPONDING TO DOC-RELATED ITEMS ON THE DISTRICTWIDE TEACHER SURVEY, SPRING 1982.

ITEM	RESPONSES 5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	0 Don't Know
60. The activities of the Drugs Off Campus (DOC) Program hindered important ongoing educational activities.	18 11%	11 7%	20 13%	39 25%	59 37%	12 8%
61. I have received adequate information about the DOC Program.	42 26%	63 40%	15 9%	19 12%	15 9%	5 3%
62. My students have reacted well to the DOC Program.	30 19%	65 41%	27 17%	17 11%	8 5%	12 8%
63. The rights and feelings of students are being given adequate consideration by those involved in the DOC Program.	34 21%	57 36%	23 15%	13 8%	16 10%	16 10%
15. Students are receiving adequate drug education.	6 2%	38 14%	40 15%	66 25%	35 13%	80 30%

Note: On items 60-63, respondents are 123 Crockett and 36 Martin teachers.
On items 15, 265 respondents included 22 Crockett and 10 Martin teachers.

Figure F-2. NUMBER AND PERCENT OF TEACHERS RESPONDING TO DOC-RELATED ITEMS ON THE DISTRICTWIDE TEACHER SURVEY, SPRING 1982.

Inspection of Figure F-2 reveals the following:

1. Less than one fifth (18%) of the Crockett and Martin teachers responding to the survey thought that the DOC Program hindered "important ongoing educational activites."

2. Approximately two thirds of the Crockett and Martin teachers responding indicated that they had received adequate information about the DOC Program.

3. Sixty percent (60%) of the Crockett and Martin teachers felt that their students had reacted well to the DOC Program.

4. More than half (57%) of the Crockett and Martin teachers responding agreed that the rights and feelings of students were being given adequate consideration by the persons involved in the DOC Program.

5. Only 16% of the teachers responding agreed that students are receiving adequate drug education. Over one third (38%) of the teachers disagreed and nearly one third (30%) did not know.

N=123 ITEM	RESPONSES 5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	0 Don't Know
60. The activities of the Drugs Off Campus (DOC) Program hindered important ongoing educational activities.	10 8%	9 7%	10 8%	31 25%	54 44%	9 7%
61. I have received adequate information about the DOC Program.	37 30%	49 40%	9 7%	14 11%	9 7%	5 4%
62. My students have reacted well to the DOC Program.	25 20%	50 41%	20 16%	11 9%	6 5%	11 9%
63. The rights and feelings of students are being given adequate consideration by those involved in the DOC Program.	29 24%	48 39%	14 11%	10 8%	9 7%	13 11%
N=22						
15. Students are receiving adequate drug education.	0 0%	7 32%	2 9%	4 18%	2 9%	7 32%

Figure F-3. NUMBER AND PERCENT OF CROCKETT TEACHERS RESPONDING TO DOC-RELATED ITEMS ON THE DISTRICTWIDE TEACHER SURVEY, SPRING 1982.

N=36 ITEM	RESPONSES 5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	0 Don't Know
60. The activities of the Drugs Off Campus (DOC) Program hindered important ongoing educational activities.	8 22%	2 6%	10 28%	8 22%	5 14%	3 8%
61. I have received adequate information about the DOC Program.	5 14%	14 39%	6 17%	5 14%	6 17%	0 0%
62. My students have reacted well to the DOC Program.	5 14%	15 42%	7 19%	6 17%	2 6%	1 3%
63. The rights and feelings of students are being given adequate consideration by those involved in the DOC Program.	5 14%	9 25%	9 25%	3 8%	7 19%	3 8%
N=10						
15. Students are receiving adequate drug education.	1 10%	1 10%	0 0%	6 60%	1 10%	1 10%

Figure F-4. NUMBER AND PERCENT OF MARTIN TEACHERS RESPONDING TO DOC-RELATED ITEMS ON THE DISTRICTWIDE TEACHER SURVEY, SPRING 1982.

Note: Percentages are rounded to the nearest whole number. Due to the rounding procedure (.5 or greater to round up), percentages will total from 99-101.

Inspection of Figures F-3 and F-4 reveals that:

1. More than one quarter (28%) of the Martin teachers responding to the survey thought that the DOC Program hindered "important ongoing educational activities," while less than one sixth (15%) of the Crockett teachers thought that.

2. Nearly two thirds (63%) of the Crockett teachers responding agreed that the rights and feelings of students were being given adequate consideration by the persons involved in the DOC Program. By comparison, 39% of the Martin teachers agreed this was the case.

0

277/352	58. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS.	5	4	3	2	1	0
159/203	60. THE ACTIVITIES OF THE DRUGS OFF CAMPUS (DOC) PROGRAM HINDERED IMPORTANT ONGOING EDUCATIONAL ACTIVITIES.	5	4	3	2	1	0
159/203	61. I HAVE RECEIVED ADEQUATE INFORMATION ABOUT THE DOC PROGRAM.	5	4	3	2	1	0
157/203	62. MY STUDENTS HAVE REACTED WELL TO THE DOC PROGRAM.	5	4	3	2	1	0
159/203	63. THE RIGHTS AND FEELINGS OF STUDENTS ARE BEING GIVEN ADEQUATE CONSIDERATION BY THOSE INVOLVED IN THE DOC PROGRAM.	5	4	3	2	1	0

20. 243/243 COMPARED WITH PREVIOUS YEARS, THE INFORMATION PROVIDED ME BY THE OFFICE OF RESEARCH AND EVALUATION THIS YEAR HAS BEEN:

MUCH LESS HELPFUL	LESS HELPFUL	ABOUT EQUALLY HELPFUL	MORE HELPFUL	MUCH MORE HELPFUL
1	2	3	4	5

21. 239/351 HOW MUCH TIME AND ENERGY DO CONDITIONS IN YOUR SCHOOL ALLOW YOU TO DEVOTE TO TEACHING THIS YEAR, COMPARED TO LAST YEAR?

MUCH LESS	LESS	SAME	MORE	MUCH MORE
1	2	3	4	5

22. 274/343 ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?

VERY INADEQUATE	INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
1	2	3	4	5

23. 237/330 HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SCHOOL?

YES NO

24. 253/317 HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOU AS AN INDIVIDUAL?

YES NO

25. /407 IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

26. 331/458 ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES, VERY MANY YES, SOME YES, VERY FEW NO EXAMPLES:

91

Drugs Off Campus

Appendix G

SUPPLEMENTAL TEACHER QUESTIONS

81.54

Instrument Description: Supplemental Questions for Teachers

Brief description of the instrument:

The instrument consists of three open-ended questions dealing with teachers' views about the effectiveness of the DOC Program, its strengths and weaknesses, and alternatives to the program. The questions are adapted from the Administrator Interview (see page E-2).

To whom was the instrument administered?

Teachers at Martin Junior High School.

How many times was the instrument administered?

Once.

When was the instrument administered?

The questionnaire was sent to Martin through the school mail on April 27, 1982. Teachers were directed to return it by May 5. All questionnaires received were returned by May 7, 1982.

Where was the instrument administered?

In a location of the teacher's choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

None.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Since response to the questionnaria was elective and the time allotted relatively brief, teachers who did not feel strongly one way or the other about the program may not have completed it. Only extreme opinions may be reflected.

Who developed the instrument?

The Evaluation Intern.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

93

SUPPLEMENTAL TEACHER QUESTIONS

Purpose

The purpose of asking teachers to respond to supplemental questions about the DOC Program is expressed in a memorandum to the principal of Martin (Attachment G-1) and in a one-third page cover memo (Attachment G-2) which accompanied the questionnaire (Attachment G-3).

Data from the questionnaire provided information relevant to these decision and evaluation questions:

> Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?
>
> > Evaluation Question D1-2: Did the availability and use of illegal drugs and alcohol on campus change as a result of the program?
> >
> > Evaluation Question D1-6: Relative to its benefits, what were the direct and indirect costs of the program?
>
> Decision Question D2: If the program is continued, should it be modified or continued as is?
>
> > Evaluation Question D2-4: What did school personnel, students, and parents think about the program?

Procedure

In March 1982, the Acting Assistant Superintendent for Secondary Education broached the possibility of interviewing a random sample of teachers about the DOC Program. The purpose of this proposed teacher interview was to get more in-depth information from teachers. Since a teacher interview had not been included in the original evaluation design, a concern for limited evaluation resources prompted the memo and enclosures contained in Attachment G-4. After further communication, it was finally decided to provide teachers at Martin, who had expressed the need, with an additional opportunity for comment in the form of a questionnaire. Attachments G-1 through G-3 detail the agreement and the administration procedures.

Although the time allotted for responding to the questionnaire was relatively short, 23 Martin teachers, 43% of the 53 teachers tallied in the 1981 Elementary-Secondary Staff Information Report, returned the questionnaire. Although the data collection was directed at teachers, one Martin counselor also returned the questionnaire. The comments of the 24 respondents were compiled by the Evaluation Intern and grouped according to their content. Results are discussed in the next section.

Results

The Martin teachers' and counselor's responses to the three questionnaire items are presented, by question, below.

1. Do you think the activities of the program have reduced the incidence of drug-related activities on your campus? Why?

Of the 23 Martin teachers responding to the questionnaire, nine teachers answered "yes" to this question, eight answered "no," and six others gave a qualified response. The counselor also gave a qualified response. Figure G-1 below presents in condensed form the 24 responses and the reasons given for them.

YES	FREQUENCY
. Students know if they are "holding," will get caught; that "dopers" get nervous evidence that dogs seen as effective by students, hence a deterrent.	1
. "Fear."	1
. Awareness of the dogs on campus.	1
. Risk of getting caught in school.	1
. Students are not bringing drugs/alcohol to school as often.	2
. No reason given.	3
	9

NO	FREQUENCY
. Few incidents before program, few later. No substantial evidence that program has succeeded since no real needs assessment made.	1
. Drugs not as big a problem in junior high as in high school.	1
. Students interested in drugs will find a way to use them.	1
. Same number of students still users.	2
. Students who use drugs were not caught with them.	3
	8

OTHER	FREQUENCY
. Not sure since was not at school the year before.	1
. Not sure reduction due to dogs.	1
. Cannot make valid statement on question.	1
. Probably. Kids more wary about what they bring to school.	1
. No idea.	1
. May be partially due to DOC.	1
. Doubts it. (counselor)	1
	7

Figure G-1. RESPONSES BY MARTIN TEACHERS AND A COUNSELOR ABOUT WHETHER DOC REDUCED THE INCIDENCE OF DRUG-RELATED ACTIVITIES ON CAMPUS.

Additional comments made by Martin teachers and a counselor to item 1 are represented in Figure G-2.

POSITIVE COMMENT	FREQUENCY
. "I have known of only 2 incidents this year."	1
. Fewer students are being referred for possession of marijuana or are "high" on marijuana.	1
. No drugs were found at Martin.	1

NEGATIVE COMMENT	FREQUENCY
. The program does not address the issue of helping students not to use drugs. "It simply teaches them not to trust the school system and those associated with it."	1
. It is doubtful whether students who do drugs and weren't caught were never holding.	1
. "What activities? The dogs came + interrupted class."	1
. The same amount of drug graffiti is being displayed on book covers, walls, and desks.	1
. In spite of the program, students will continue to be fascinated with contraband items, and will "rebel in the usual manner."	1
. I am not convinced that students have cut down on drug use.	1
. The dogs generally came during 1st and 2nd or 5th and 6th periods.	1
. Students are...	
. probably getting high elsewhere.	1
. getting high at lunch.	1
. cutting school to get high.	1
. taking drugs/alcohol off campus. (counselor)	2
. getting high before school. (counselor)	4

Figure G-2. ADDITIONAL COMMENTS BY MARTIN STAFF ABOUT THE EFFICACY OF THE DOC PROGRAM IN REDUCING DRUG-RELATED ACTIVITIES ON CAMPUS.

2. What things do you think are good about the program, and what things do you think are bad?

Figure G-3 below summarizes the responses of the 23 Martin teachers and counselor to this question.

GOOD	FREQUENCY
. Private locker sniffing is tolerable.	1
. Few drugs were found.	1
. "Anything that stops drugs is worthwhile."	1
. The threat of being caught.	1
. Respect for authority figures; locating drug kids.	1
. The random search.	1

(Figure G-3 continued on next page)

. The program helped to keep drugs/alcohol off campus:	(7)*
. Getting drugs off campus, if this happened.	1
. It works; dogs have forced the drugs off campus to a great extent.	1
. "Reduces student drug abuse on campus. Students think twice before getting caught using drugs at school."	1
. Prevents drugs/alcohol on campus to a certain extent.	1
. "Drugs have been kept away from the school grounds and controlled."	1
. "Students are careful about bringing marijuana on campus."	1
. Children who deal in drugs more careful about keeping most of them off campus.	1
. There were no good things about the program:	(5)
. "I don't have a single good thing to say about the program."	1
. There were no positive aspects to the program.	1
. "I have witnessed no benefits of this program!!"	1
. Nothing was good. (counselor)	2
. Not addressed by the teacher.	6
	24

BAD	FREQUENCY
. Classroom student sniffing not tolerable; reminiscent of police state activity where individuals are subject to violation of rights and are unable to resist such "subjugation."	1
. The program breaks down trust.	1
. The program "fosters fear and deceit," causing users to move "underground" and away from where they could receive help; it does not educate students.	1
. Teacher's equilibrium disturbed by feeling of anger at watching students being sniffed.	1
. The program does not get to the root of the problem and is an invasion of privacy.	1
. Rumors about innocent students having drugs due to a dog's reaction at students' lockers.	1
. Having dogs come into classrooms.	1
. Negative attitude of some teachers, which influenced students.	1
. All the teachers complaining; dogs need a bath.	1
. Nothing is bad about the program.	2
. Not addressed by the teacher. (counselor)	3
. The dogs were a disruption:	(10)
."There is no way to continue teaching over the constant 'soo-soo.' The dogs bark in the halls, step all over students' personal belongings, and one dog smells so bad that the odor lingers long after the dog has left the classroom."	1
.Class disruption, though small, was disruption; violation of rights.	1

(Figure G-3 continued on next page)

. The dogs disturb classes.	1
. There is an interruption of class and instruction of up to 30 minutes each time the dogs appear or are heard in the hallways. The dogs always smell in need of baths. They drool on lunches and in girls' purses. They cause extreme embarrassment to "good" kids by stopping by them and refusing to move until yanked away by a handler. The dogs have "attacked" bologna sandwiches and rabbit fur coats. They have even used the hallway as a bathroom.	1
. Bringing dogs into the classroom is disruptive to some extent, due to some teachers' negative reactions and to students' natural curiosity.	1
. Disruption in the classroom, possible invasion of students' rights.	1
. Dogs were disruptive in some respects; were interested in other things besides drugs, e.g., bologna sandwiches and candy.	1
. Time consuming; classes disrupted.	1
. Unannounced class interruptions.	1
. Repeated interruption of classes where no drugs were found.	1
	24

*Numbers in parentheses are category subtotals.

Figure G-3. RESPONSES BY MARTIN TEACHERS AND A COUNSELOR ABOUT WHAT THINGS WERE GOOD AND BAD ABOUT THE DOC PROGRAM.

Additional comments made by Martin teachers and a Martin counselor which were not directly related to item 2 are rendered in abbreviated form in Figure G-4.

COMMENT	FREQUENCY
. Even if the program accomplished a desirable end, the end does not justify the means. (counselor)	1
. The activities of the dogs have caused many rumors which emotionally upset some students.	1
. If the object of public education is to enable students to learn to think for themselves, they must be given the facts and an opportunity to practice decision-making skills. This is especially true since more students are having to rely on their own sense of responsibility due to the rise of single-parent and dual-career families.	1
. The kids thought the dogs were a "joke," a treat that kept them from working.	1
. After the first scare, nobody believed the dogs were capable of doing what was claimed.	1
. The program has taught the students that they are all considered guilty until they are declared innocent.	1
. The dog program should involve lockers, cars, etc., but not classrooms due to so much opposition by certain individuals.	1

(Figure G-4 continued on next page)

. Some students are genuinely scared of dogs.	1
. I am neutral on the issue and have always been.	1
. It is not a good idea to have dogs come into classrooms. We need to come up with another program.	1
. More individualized detection techniques are preferably to interrupting class.	1

Figure G-4. ADDITIONAL COMMENTS BY MARTIN STAFF ABOUT WHAT WAS GOOD AND BAD ABOUT THE DOC PROGRAM.

3. What do you think might be an alternative to this program?

The suggestions made by the Martin teachers and counselor are presented in condensed form in Figure G-5.

SUGGESTION	FREQUENCY
. Treat the causes (low self-concept, lack of self-esteem) rather than the symptoms through self-concept programs, peer counseling programs like those at Porter, Crockett, Burnet and Lanier, and in-depth counseling for recognized users and their families. (counselor)	1
. A staff development workshop on recognizing students involved with drugs and what action to take.	1
. Develop a comprehensive program using teachers, counselors, parents and the Austin Police Department to educate users as to the dangers involved and the benefits of "staying straight."	1
. Fund a program for drug counseling for students.	1
. Educate students to make their own decisions.	1
. Have more hall monitors patrol bathrooms and other areas where students might be engaged in illegal drug activity before school, during lunch, and after school.	1
. Educate students on the bad effects of drugs, possibly through science classes.	1
. A counseling program; guest speakers who would speak against drugs from experience.	1
. Additional monitors for schools with more serious drug problems; counseling and programs to reach suspected or confirmed drug users.	1
. A drug abuse education audio-visual aid program with drug abuse professional speakers to follow up.	1
. More drug education for teachers and students; decision-making education.	1
. Drug abuse programs in the primary grades as a deterrent to later usage.	1
. Keep the present program.	1
. Modify the present program:	(4)*
. Restrict the use of dogs to locker searches, but do not announce that fact. Scan rooms on a random basis and then only with a teacher's approval.	1
. Unscheduled locker checks and searches of suspects.	1

. More secrecy in handling a suspected student.	1
. Employ more real-world investigative techniques besides dogs, including locker inspection and inviting police to search a student.	1
. Not knowledgeable enough about the entire program to judge.	1
. Can't think of alternative which would satisfy everyone involved.	1
. Do not know.	5
	24

* Category subtotal.

Figure G-5. SUGGESTIONS MADE BY MARTIN TEACHERS AND A COUNSELOR AS ALTERNATIVES TO THE DOC PROGRAM.

ADM. 804-A

Attachment G-1

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT

INTER OFFICE MEMO

To: Fortunato Vera, Principal, Martin *Date:* April 27, 1982

From: David Wilkinson, DW, Evaluation Intern

Subject: Supplemental Questions for Teachers About DOC

As we discussed and agreed upon yesterday, in order to give those teachers who feel the need to provide more input to the evaluation the opportunity to do so, I am sending you a supplemental survey containing the three open-ended questions you indicated to me were appropriate. There are sufficient copies for all of your teachers.

Please note that this separate survey is the alternative we agreed on if it was not possible to incorporate the three questions with those Martin teachers were already receiving on the districtwide Teacher Survey. Since this data collection has already been completed, a separate survey is necessary.

Please distribute the survey to your teachers. Directions and mailing instructions are already attached.

Call me at 458-1227 if you have any questions about this supplemental survey.

APPROVED: Judy Holley
Director, Research and Evaluation

APPROVED: W. Edward Reed
Acting Assistant Superintendent for Secondary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
April 27, 1982

TO: Martin Teachers

FROM: David Wilkinson, DW Evaluation Intern

SUBJECT: Supplemental Questions About DOC

These questions are being given to you so that you can have the opportunity to make more in-depth comments about the DOC Program, if you desire.

Since time is a factor in processing this information, please return your comments to me no later than Wednesday, May 5.

Thank you.

DW:bw

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
April 27, 1982

TO: Martin Teachers

FROM: David Wilkinson, DW Evaluation Intern

SUBJECT: Supplemental Questions About DOC

These questions are being given to you so that you can have the opportunity to make more in-depth comments about the DOC Program, if you desire.

Since time is a factor in processing this information, please return your comments to me no later than Wednesday, May 5.

Thank you.

DW:bw

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
April 27, 1982

TO: Martin Teachers

FROM: David Wilkinson, DW Evaluation Intern

SUBJECT: Supplemental Questions About DOC

These questions are being given to you so that you can have the opportunity to make more in-depth comments about the DOC Program, if you desire.

Since time is a factor in processing this information, please return your comments to me no later than Wednesday, May 5.

Thank you.

DW:bw

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 27, 1982

DRUGS OFF CAMPUS (DOC) PROGRAM

Supplemental Questions for Teachers

1. Do you think the activities of the program have reduced the incidence of drug-related activities on your campus? Why?

2. What things do you think are good about the program, and what things do you think are bad?

3. What do you think might be an alternative to this program?

Continue on the back if more space is required.
TURN OVER FOR MAILING INSTRUCTIONS.

----------FOLD HERE----------

Please return through the school mail to:

ORE/David Wilkinson
Administration Bldg.
Box 79

no later than Wednesday, May 5. Thank you.

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 8, 1982

TO: David Hill

FROM: David Wilkinson DW

SUBJECT: Questions Being Asked About DOC

As you requested, enclosed is a copy of the four questions being asked of all Crockett and Martin teachers, not just a sample.

In order to give you a better idea of the scope of the data collection devoted just to opinion data, I am also enclosing copies of the following:

- Staff Drug/Alcohol Survey -- given to all Crockett and Martin school personnel last September and scheduled again for April;
- Student Drug/Alcohol Survey -- given to all Crockett and Martin students last September and scheduled again for April;
- Parent Survey -- given to a sample of parents at both Crockett and Martin;
- Student Interview -- conducted with selected students at Crockett and Martin;
- Administrator Interview -- to be conducted with Crockett and Martin principals, assistant principals, and other appropriate administrators.

In view of the above data collection, I cannot agree with the apparent teacher perception you mentioned that the program is being evaluated superficially. It would seem that teachers are not aware of the extent of the data collection.

However, if there are areas which you or the Crockett and Martin principals feel have not been fully addressed, I would be grateful for that information. Perhaps then we might be able to discuss means by which additional information might be gathered within the present evaluation design. One possibility is expanding the administrator interview. Another is to add questions to the April staff post-assessment.

Please let me know the results of your discussions with the Crockett and Martin principals.

DW:lg
Enclosures

APPROVED: Freda Hollaway
Director, Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

QUESTIONS ON DISTRICTWIDE TEACHER SURVEY

Sample	Items					Evaluation Questions Referenced
	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	D2-4
	5	4	3	2	1	
All teachers at Martin and Crockett	1. The activities of the Drugs Off Campus (DOC) program hindered important ongoing educational activities.					
	2. I have received sufficient information about the DOC program.					
	3. My students have reacted well to the DOC program.					
	4. I think the rights and feelings of students are being given adequate consideration by the persons involved with the DOC program.					

81.54

STAFF

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DRUG/ALCOHOL SURVEY

School:

Check if you are:

( ) Principal/Assistant Principal/Dean/Head Teacher

( ) Teacher/Counselor/Librarian

( ) Building Manager/Registrar/Assistant Registrar/Secretary/Clerk/Bookkeeper/ Teacher Aide/Study Hall Monitor/ISS Monitor

( ) Head Custodian/Custodian/Production Assistant/Hall Monitor/Production Apprentice/Building Operator/Manager/Manager Trainee/Cook Manager/Production Specialist/Horticulturist

( ) Other staff - Please specify:

****

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. a.	Drugs are a problem on this campus.	1	2	3	4	5
b.	Alcohol is a problem on this campus.	1	2	3	4	5
2. a.	Drugs are available on this campus whenever students want them.	1	2	3	4	5
b.	Alcohol is available on this campus whenever students want it.	1	2	3	4	5
3. a.	Students often use drugs on campus.	1	2	3	4	5
b.	Students often drink alcohol on campus.	1	2	3	4	5
4. a.	Using dogs to detect drugs on campus is a good idea.	1	2	3	4	5
b.	Using dogs to detect alcohol on campus is a good idea.	1	2	3	4	5

Printed September 1981
Reprinted March 1982

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Fall, 1981
Spring, 1982

DRUG/ALCOHOL SURVEY

Directions:

There is a new program in AISD this year. At two schools, trained dogs will be used to detect illegal drugs and alcohol. In evaluating this program, we are interested in your attitudes about drugs on campus.

Please complete this survey by placing a check next to your position and by responding to the statements which follow.

All responses are confidential.

Please return through the school mail to:

ORE/David Wilkinson
Administration Building
Box 79

Thank you for your help.

PLEASE TURN THIS SHEET OVER.

STUDENT

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DRUG/ALCOHOL SURVEY

Your grade:

---

1. a. Drugs are a problem on this campus.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem on this campus.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

2. a. Drugs are available on this campus whenever students want them.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is available on this campus whenever students want it.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

3. a. Students often use drugs on campus.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Students often drink alcohol on campus.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

4. a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

Printed September 1981
Reprinted March 1982

81.54 VERSION EN ESPAÑOL AL OTRO LADO

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

Attachment G-4
(continued, page 6 of 9)

January 1982

Dear Parent:

There is a new program in AISD this year. At two schools, trained dogs are being used to detect illegal drugs and alcohol.

You are one of the parents in a randomly selected group who is receiving this survey. Please take a minute now to help. Your opinion is important to us as we decide whether or not to continue this program.

Please complete the survey by responding to the statements which follow. Under each underlined statement, circle the word or words which best express how you feel about that statement.

You do not need to write your name. Your responses are confidential.

Thank you.

Sincerely,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Drugs are a problem at Crockett High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Alcohol is a problem at Crockett High School.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2.a. Using dogs to detect drugs on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

---

b. Using dogs to detect alcohol on campus is a good idea.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

ENGLISH VERSION ON THE OTHER SIDE

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

Attachment G-4
(continued, page 7 of 9)

Enero 1982

Estimado Padre de Familia:

Este año hay un programa nuevo en el Distrito Escolar de Austin. En dos escuelas se están usando perros entrenados para detectar drogas ilegales y bebidas alcohólicas.

Usted ha sido seleccionado a través de un sorteo para recibir este cuestionario. Queremos tomar en cuenta su opinión al decidir si continuamos este programa o no. Por favor tome unos minutos para ayudarnos.

Llene éste cuestionario, encerrando en un círculo las palabras que mejor expresan lo que usted siente sobre cada una de las oraciones subrayadas.

No necesita usted escribir su nombre. Sus respuestas son confidenciales.

Muchas gracias.

Sinceramente,

W. David Hill

W. David Hill
Acting Assistant Superintendent for Secondary Education

****

1.a. Las drogas son un problema en la escuela Crockett.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

b. Las bebidas alcohólicas son un problema en la escuela Crockett.

Estoy muy de acuerdo	Estoy de Acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

2.a. El uso de perros para detectar drogas en la escuela es una buena idea.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

b. El uso de perros para detectar bebidas alcohólicas en la escuela es una buena idea.

Estoy muy de acuerdo	Estoy de acuerdo	No estoy seguro	No estoy de acuerdo	Estoy muy en desacuerdo

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1981-82

DRUGS OFF CAMPUS (DOC) STUDENT INTERVIEW

Interviewer: _____ Date/Time: _____

Student Number: _____

****

Hi. My name is _____. I work for the school district in the Office of Research and Evaluation. We are asking some students how they feel about the Drugs Off Campus, or DOC, Program. The interview will take 15-30 minutes, and what we talk about will be confidential. That means that I will not pass on anything you tell me to your parents, your teachers, or the principal. The information you and other students provide will be combined in a report, but no student names will appear in the report. Also, this interview has nothing to do with your grades. Okay? Fine, here's the first question.

1. What happened on the day you/your car/your locker were/was searched?

2. What was said to you before you/your car/your locker were/was searched?

3. How did you feel while you were/it was being searched?

4. How do you feel about the search now?

5. If the same situation came up again, should the school officials do anything differently?

6. If the same situation came up again, would you do anything differently?

7. How much class did you miss on the day you were searched?

8. Do you have any other thoughts about what we've talked about that you'd like to share with me?

Interviewer: Write the student's responses on separate sheets of paper. Note direct quotes. Paraphrase when quotation is not possible. Use both the probe and clarify techniques and conventions as necessary to obtain the fullest responses possible. Verify with the student the accuracy of the responses you have noted.

The information from this interview is confidential.

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 8, 1982

WORKING IDEAS ONLY
UNDER NO CONDITION TO BE CONSIDERED FINAL

Attachment G-4
(continued, page 9 of 9)

LIST OF POSSIBLE QUESTIONS FOR ADMINISTRATOR INTERVIEW

		Evaluation Questions Referenced
1.	What services did the contractor provide?	D2-2
2.	Were the services provided adequate to meet the needs of the school?	D2-2
3.	What training and information about the program were provided to school personnel, students, and parents?	D2-3
4.	How do you think your students are reacting to the program? Parents? Your staff?	D2-4
5.	Do you think the rights and feelings of students are being given adequate consideration by the persons involved with the program?	D1-6, D2-4
6.	Do you think the program's activities helped or hindered important ongoing educational activities?	D1-6, D2-4
7.	Do you think the activities of the program have reduced the incidence of drug-related activities on your campus? Why?	D1-6, D2-4
8.	What things do you think are good about the program, and what things do you think are bad?	D2-4
9.	Overall, do you think this is a valuable program which should be retained next year?	D2-4
10.	If the program is retained, what changes in it would you like to see?	D2-4
11.	What do you think might be an alternative to this program?	D2-4

Drugs Off Campus

Appendix H

INFORMATION FROM OTHER DISTRICTS

81.54

Instrument Description: Out-of-District Survey

Brief description of the instrument:

The DOC Out-of-District Survey consists of five questions, one with three subquestions, designed to obtain information about the use of trained dogs in a school district outside of Austin. The questions concern how the dogs are used, what problems (if any) there have been, how the problems were addressed, how the public has reacted to the district's use of dogs, and what conclusions might be drawn about their effectiveness.

To whom was the instrument administered?

Administrators in five central Texas independent school districts. The districts were Eanes, Del Valle, Marble Falls, Lockhart, and Temple ISD. Administrators included the superintendents of Del Valle, Marble Falls, and Lockhart, the principal of Temple High School, and an assistant principal of Westlake High School (Eanes ISD).

How many times was the instrument administered?

One to each administrator.

When was the instrument administered?

May 2, 1982.

Where was the instrument administered?

Administrators were administered the survey by telephone.

Who administered the instrument?

The Evaluation Intern.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

The Evaluation Intern.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

115

Purpose

Information from other school districts was collected in order to answer the following decision and evaluation questions:

> Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?
>
> > Evaluation Question D1-5: How did the program in AISD compare to similar programs elsewhere?

Procedure

Comparative information to AISD's program was obtained from two sources:

1. A review of the literature, and
2. A telephone survey of administrators in other districts using dogs.

As part of the review of the literature, a computer search of the ERIC (Educational Research Information Clearinghouse) data base was conducted on ORE's request, by staff with CITE (Coordinating Information for Texas Educators), a resource center which provides reference services to subscribing agencies. The only citation found in ERIC dealing with the use of trained dogs to detect drugs and alcohol came from the September 1981 NASSP Bulletin, Volume 65, Number 446. This article is reproduced in full in Attachment H-1.

A second part of the review was of the literature bearing on the legal issues inherent in the DOC Program. Journals referenced were TASB Journal, School Law Bulletin, and two publications of the National Organization on Legal Problems of Education (NOLPE), NOLPE Notes and School Law Reporter. Pertinent articles could not be reproduced here but are contained in another report, Supplementary Material: Drugs Off Campus Program 1981-82, ORE Publication Number 81.M.

In April 1982, the Evaluation Intern conducted a telephone survey of administrators in five other districts employing the same company, Security Associates International (SAI), that AISD had contracted with. Attachment H-2 contains a copy of a memorandum informing AISD administrators of the survey and a copy of the survey questions. On request, SAI staff supplied the names of their client districts, of contact persons in those districts, and the phone numbers of the contact persons. Districts surveyed were chosen primarily on the basis of their proximity to Austin. One district, Temple ISD, was selected because its high school was of comparable size to Crockett. Details of the administration procedure are given in the Instrument Description, page H-2.

Results of the review of the literature and of the Out-of-District Survey are presented in the following section.

Results

Review of the Literature

From a legal standpoint, the use of trained dogs for drug dete tion in the public schools raises the important constitutional question of whether such activity violates the Fourth Amendment protection against unreasonable search and seizure. The use of dogs also touches on a range of related legal issues and doctrines, including the standards of probable and reasonable cause to search, due process, in loco parentis, the right to privacy, and "good faith."

A comprehensive discussion of the legal issues involved with the use of drug-detecting dogs is beyond the scope of this review. However, three recent court cases, two in Texas, which addressed the use of dogs in school should be noted. The first two of these, Doe v. Renfrow (Indiana, 1979) and Jones v. Latexo Independent School District (Texas, 1980), are discussed in the article contained in Attachment H-1. It will be sufficient to add here that the courts reached opposite findings in the two cases, sustaining the use of dogs (except as the basis for a strip search) in the former case but prohibiting them in the latter. The ruling in Doe v. Renfrow was sustained on appeal and then, in effect, was upheld by the United States Supreme Court, which declined to review the case. In the third and the most recent, case, Horton v. Goose Creek Independent School District (Texas, 1980), the court ruled that the school district could continue to use dogs for detecting drugs in classrooms, lockers, and cars. On appeal, the 5th U.S. Circuit Court of Appeals held that dogs may be used to sniff cars and lockers, but that it is an "outrageous intrusion on student privacy" for them to sniff students for drugs.

In summary, the legal status of the use of dogs for detecting drugs in school is still in question. In the only case to date to reach the U.S. Supreme Court, the use of dogs was upheld, except as the basis for conducting a strip search, an action not permitted in AISD's Policy on Search and Seizure (Attachment H-3). However, in the two Texas cases, both of which involving dogs provided by SAI, judicial opinion was divided, with one judge pro and the other con. This division and the ruling of the appeals court, which covers a region including Austin, leave the issue unresolved. At most, it seems that the use of dogs to sniff students' lockers and cars is legally permissible while students themselves cannot be sniffed.

For further details about the three cases referred to, and for general information in this area, the reader is urged to consult Supplementary Material: Drugs Off Campus Program 1981-82 (Publication Number 81.M).

Out-of-District Survey

Information obtained from administrators in other districts using dogs is presented, under each survey question, below. Responses are paraphrased unless otherwise indicated.

1. How have trained dogs been used in your district?

DISTRICT	RESPONSE
Eanes ISD	. Dogs check lockers, gym lockers, cars. No classrooms searched. If any contraband found, including marijuana seeds, student is given 3-day suspension. Students must be enrolled in counseling as condition for readmittance. The district has a psychologist on retainer for counseling. Student must continue in counseling until rehabilitated.
Del Valle ISD	. Dogs make two visits per month, which is sufficient. Search cars, P.E. locker rooms, and hall locker rooms. Do not search classrooms because it causes a "stir." No disciplinary action taken for paraphernalia or for marijuana seeds found in cars. Suspension for a year if any drug found in the building.
Temple ISD	. Used to locate contraband--drugs, alcohol, firearms, anything illegal. Used primarily in large parking lot. Also lockers, storage areas, empty classrooms. Board does not allow classroom searches when students there. Students not suspended on first offense. If less than felony amount, student can agree to third-party counseling to be picked by parents with school approval. For felony offense police are called.
Marble Falls ISD	. Began using dogs two days before survey on an experimental basis. Evaluation in summer 1982, after three months. Dogs visit once per week. Search parking lot and classrooms. Similar to AISD's program. If drugs found on campus, student removed from school for the rest of the year.
Lockhart ISD	. Search parking lot, lockers, and classrooms. Based on Average Daily Attendance, contracted for 42 hours per month.

a. At what grade levels is the program operating?

DISTRICT	RESPONSE
Eanes ISD	. All grade levels: K-5, 6-8 (middle school), and 9-12 (high school). At K-5, not used for detection, only for educational purposes.
Del Valle ISD	. Secondary schools only, grades 7-8 (junior high) and 9-12 (high school).

Temple ISD	. Grades 6-8 (middle school) and 9-12 (high school).
Marble Falls ISD	. Grades 6-8 (junior high) and 9-12 (high school).
Lockhart ISD	. Secondary schools, grades 7-8 (junior high) and 9-12 (high school).

b. How many campuses are involved in the program?

DISTRICT	RESPONSE
Eanes ISD	. Five campuses: three with lower grades, one middle school, and one high school.
Del Valle ISD	. Two campuses: one junior high school and one high school, both with approximately 1,000 students.
Temple ISD	. Four campuses: three middle schools and one high school.
Marble Falls ISD	. Two campuses: one junior high school and one high school.
Lockhart ISD	. Two campuses: one junior high school and one high school.

c. Is campus involvement in the program voluntary or mandatory?

DISTRICT	RESPONSE
Eanes ISD	. Mandated by the School Board. There is a drug policy. The Board decides with imput from the high school.
Del Valle ISD	. Mandatory. Set up by the School Board. No one knows when the dogs are coming. Principal gets about five minutes advance warning.
Temple ISD	. Schools wanted it. No discussion about whether they would participate. The high school found the program and brought it back to the Superintendent. For the first year used the dogs in elementary schools--for safety programs, accident prevention--but was too expensive.
Marble Falls ISD	. Mutually agreed upon by Superintendent and principals. Question does not really apply.
Lockhart ISD	. School Board mandated it but the schools were willing.

2. What problems, if any, have you had in using trained dogs in your district?

DISTRICT	RESPONSE
Eanes ISD	. No problems. An occasional alert on chemicals like a dry-cleaned coat or a car done with Armorall. These are a nuisance.
Del Valle ISD	. Amount of administrator's time it takes up. There was a little apprehension from staff at first, e.g., that a dog would alert on a staff car for alcohol or that drugs would be put under a teacher's desk (one instrance happened). Students were apprehensive of having drugs planted in their lockers through the vent holes.
Temple ISD	. No problems. Some parents "distraught" that kids apprehended, but parents generally very cooperative. Some have thanked school officials. The amount of time it takes is a "drawback." Also, sometimes dog alerts and nothing is found. Sometimes a dog barks in the hall, but no one has ever been bitten.
Marble Falls ISD	. None except hostile press. People very supportive of program. Makes Superintendent feel like it is a bomb waiting to go off. The initial furor over the program has subsided.
Lockhart ISD	. Dogs have not come often enough this year, have not come close. Students may have figured out a way to "beat the system." Heard that students have way to mask smell. While assistant principals have found 5-6 students with marijuana, the dogs have detected none. Questions effectiveness.

3. What has been done to address those problems, if any?

DISTRICT	RESPONSE
Eanes ISD	. Not much you can do to deal with the "chemical alerts."
Del Valle ISD	. Tell staff and students you are going to use good judgment (to allay their apprehensions--see #2).
Temple ISD	. Way to deal with problems is to be "up front," be honest. Publicize. School district took out space in the newspaper. Gave every student a copy of the policy on drugs; also a copy of a contract for third-party counseling. Demonstrate the program. District held a public meeting at night and invited the community. This provided an opportunity to do a little drug education work. Be honest in saying cannot

	solve community's drug problem. Major concern is to get if off campus. Do lots of PR work and community education. Also, if a dog alerts and nothing is found, call parents and explain.
Marble Falls ISD	. Getting in the routine of the program.
Lockhart ISD	. Having more dogs at one time. Company has promised more but has not delivered. Questionable that will continue with program as is. May recommend termination to the Board. Program must have credibility. Not sure of program's effectiveness, i.e., dogs doing what company says they will do.

4. What has been the reaction of the public to your district's use of the dogs?

DISTRICT	RESPONSE
Eanes ISD	. Very favorable. Very few negative comments. At the hearing before the Board adopted the program, there was one vocal parent against. The assistant principal was threatened once with a lawsuit. Students are about 50-50. Either despise them or very glad.
Del Valle ISD	. Including the student body, really favor it. Feel drugs are unfair, tired of them. One or two teachers worried about the money, that it might come from salary accounts. About 95% of the students favored dogs; 5% did not want them.
Temple ISD	. Very favorable. Wanted to know why had not been done sooner.
Marble Falls ISD	. Supportive.
Lockhart ISD	. Favorable. No criticism in the beginning. Citizen's group supportive at beginning. Community support all the way through.

5. What are your conclusions about the effectiveness of the program?

DISTRICT	RESPONSE
Eanes ISD	. Feel positive. Want to see it reinstated. Tougher for the kid using drugs to get involved with them in school. May be using off campus, but jurisdiction of the school ends at the fences. Has been said it is not effective because the students are carrying it on them, but have informants for that.
Del Valle ISD	. First year found more than this year. About 12 students suspended last year and about four this year.

. Very effective. Will recommend continuance to the Board.

Temple ISD

. It works. Directed some kids to counseling, kept some in school. Have not completely eliminated the drug problem but have reduced it. Have cut back on amount of time per month dogs are there. Students either have it on them or are not bringing it to school. Have made it a bigger "hassle" for the student to bring it. Upped the odds in the school's favor. The student who uses it will slip up eventually.

Marble Falls ISD

. Effective. Do not like drug dogs and recommended to the Board over strong personal philosophic objections. But have to do something. Therefore recommended to Board. Feel very good about it. There were a few cases where the whole cost of the dogs was worth it. Forced the issue and made students and their parents work on the program. Has reduced drugs in school. Leaning toward recommending for next year.

Lockhart ISD

. Originally very effective. The Student Advisory Council reports that it causes students not to bring drugs to school. Not sure program is as effective as last year's program and the beginning of this year. Believe has lost credibility with students. Students are finding a way to beat it. But it is the best program going to combat the drug problem. Not cost effective, however. Beneficial but would like to see it work better--devote more time, be more accurate.

Subsequent to the phone survey, a number of administrators sent copies of the policies and procedures of their districts pertaining to search and seizure and the use of trained dogs. These are available for reference in Supplementary Material: Drugs Off Campus Program 1981-82 (Publication Number 81.M).

A Legal Brief: Student Searches

Perry A. Zirkel
Ivan B. Gluckman

The Cases

Confronted with a growing problem of student drug abuse, school officials in various communities have recently conducted mass searches with the aid of specially trained "sniffer" dogs. Attempts to use this technique have now been tested in several courts. Here are three examples:

- In Highland, Ind., school authorities, working in cooperation with the local police and volunteer canine units, brought dogs into junior and senior high school classrooms while students were detained at their desks for an extra one-and-a-half morning periods for the purpose of inspection. When a dog "alerted" upon passing and sniffing a student, the student was asked to empty his or her pockets and, if applicable, purse. Circumspect strip searches were then conducted in the 11 cases where the dog continued to alert after the pocket search yielded no contraband.
- In Latexo, Texas, school officials carried out a similar mass inspection of students at their desks. While no strip searches were conducted, school officials also used the dogs to inspect vehicles which had been driven to school by students singled out during the class-by-class inspection. If the dogs alerted while passing the vehicles, the vehicles were searched.
- In Albuquerque, N.Mex., dogs were used as part of an investigation of student lockers rather than of the students themselves. Warrantless searches were immediately conducted of those lockers where the dog indicated the possible presence of illegal drugs.

The Questions

1. Has the relatively strict standard of "probable cause" that has generally been applied to law enforcement officers also figured in most of the student search decisions by school officials?
2. Was the use of sniffer dogs to identify students who might possess drugs a violation of the Fourth Amendment's search and seizure clause?

This column, appearing bimonthly in both the *NASSP Bulletin* and the *National Elementary Principal*, is prepared by Perry A. Zirkel, dean of the School of Education at Lehigh University (Bethlehem, Pa.), and Ivan B. Gluckman, NASSP's director of legal and legislative services.

3. Was the use of sniffer dogs to identify student vehicles and lockers where drugs might be concealed a violation of the Fourth Amendment?
4. Is a strip search based solely on an "alert" by sniffer dogs unconstitutional? If so, are school authorities protected by the qualified immunity accorded to them by the Supreme Court in *Wood v. Strickland*, 420 U.S. 308 (1975)?

The Answers

1. No. Most of the recent decisions regarding the constitutionality of student searches have applied a relatively relaxed "reasonable suspicion" standard rather than the "probable cause" standard applicable in criminal cases. The rationale for this distinction is well illustrated by the approach of the lower court in *Doe v. Renfrow*, 475 F. Supp. 1012 (N.D. Ind. 1979) our first case example. In reviewing the investigation procedures used by the school officials, the court observed that school officials are charged with the responsibility of maintaining an educationally sound environment within the school, and that such environment must be free of activities harmful to the educational function and to individual students. In short, school officials have certain powers *in loco parentis* which justify the application of different constitutional standards than would apply to law enforcement officers under the Fourth Amendment. For a full explanation of the legal aspects of search and seizure in schools, see NASSP *Legal Memorandum*, February 1979, and also in *Interest of J.A.* 406 N.E. 2d 958 (Ill. A.T.P. 1980) and in *Rey L.L. v. Circuit Court of Washington County* 280 N.W. 2d 343 (Wis. 1979).
2. In *Doe v. Renfrow*, the federal district court held that the mass detention, sniffer inspection, and pocket search did not violate the students' constitutionally protected rights. With specific regard to the use of dogs trained to sniff out drugs, the court held such a procedure not to be a search, but merely an aid to investigation by school officials. And where these officials had considerable general information leading them to the conclusion that a serious drug problem existed, further investigation was warranted. Emphasizing the *in loco parentis* role of school officials, in contrast to policemen, the court concluded:

> The effect was anything but a gestapo-like effort run by gestapo-like people. To suggest anything approaching that idea is to do an extreme disservice to a group of dedicated people who carry heavy legal and moral obligations for public education (475 F. Supp. at 1026).

The United States Court of Appeals for the Seventh Circuit, which covers the states of Illinois, Indiana, and Wisconsin, affirmed this part of the lower court's opinion, finding it to be scholarly

and well-reasoned [631 F.2d 91 (7th Cir. 1980)].

While the appeal in *Doe v. Renfrow* was pending, a federal district court in Texas reached the opposite result based on a similar set of facts. In *Jones v. Latexo Independent School District*, 499 F. Supp. 223 (E.D. Texas 1980), this court held any mass use of dogs to sniff out the presence of illegal drugs at school to be of such a "sweeping, undifferentiated, and indiscriminate scope" as to make the procedure unreasonable (433 F. Supp. at 234). The court also considered the dog's inspection to constitute a virtual physical entry into the students' pockets and personal possessions. The *Jones* court, therefore, viewed the lower court's decision in *Doe v. Renfrow* as erroneous, concluding: "State operated schools may not operate as enclaves of totalitarianism where students are searched at the caprice of school officials" (499 F. Supp. at 236).

3. The *Jones* court similarly saw the inspection of student vehicles by the dogs as exceeding the bounds of reasonableness. The court reasoned that although the personal intrusion was less serious, the scope of the procedure was nevertheless indiscriminate: the capability of the dogs was—like bugging devices—beyond that of humans, and the legitimate interest of school authorities in what students had left in their vehicles was negligible. Presumably the *Doe* court would have evaluated the situation differently.

Although locker searches were not at issue in the *Doe* or *Jones* cases, the Tenth Circuit Court of Appeals, which covers a six-state region including New Mexico, upheld the warrantless search by school officials aided by sniffer dogs to be constitutional in *Zamora v. Pomeroy*, 639 F. 2d 662 (10th Cir. 1981). In so doing, however, the court found the joint control of the lockers by the school and the student to be the key consideration in arriving at its decision, and thus did not specifically discuss the use of sniffer dogs as a means of identifying lockers to be searched.

4. In the *Doe* case even though the court sustained the use of the sniffer dogs for pocket searches, it found the information they supplied insufficient to support the conduct of strip searches.

Even under the lower "reasonable suspicion" standard applied to school officials, the court required more evidence upon which to base such an intrusion into an individual's basic and justifiable expectation of privacy. Because the dogs can be—and in this case actually were—misled by odor other than that which they are trained to detect, school officials should have additional facts upon which to base such a personal search. The *Doe* court cited other decisions which had reached the same result in school circumstances not involving dogs. See,

e.g., *Bellnier v. Lund* 438 F. Supp. 47 (N.D.N.Y. 1977).

As in *Bellnier*, however, the lower court in *Doe* did not award any damages, finding these areas of the law to be unsettled and thus not charging school officials with "predicting the future course of constitutional law" (495 F. Supp. at 1028). However, the appellate court disagreed with this portion of the lower court's decision stating:

> It does not require a constitutional scholar to conclude that a nude search of a 13-year-old child is an invasion of constitutional rights of some magnitude. More than that: it is a violation of any known principle of human decency.... We suggest as strongly as possible that the conduct herein described exceeded the "bounds of reason" by two and a half country miles (631 F. 2d at 92-93).

The Seventh Circuit Court of Appeals remanded the matter to the trial court for a determination of damages stemming from the body search. Such an award would not be a first; in *M.M. v. Anker*, 607 F. 2d 588 (2d Cir. 1979) the Second Circuit upheld a $7,500 damage award for conducting a strip search of a New York City high school student.

81.54

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment H-2
(Page 1 of 2)

April 26, 1982

TO: David Hill

FROM: David Wilkinson dW

SUBJECT: DOC Survey of Other Districts

In order to address evaluation question D1-5—"How did the program in AISD compare to similar programs elsewhere?"—I will be calling about five other districts who have contracted with SAI. I will be asking each administrator in charge of a program in a district the attached questions. I thought you should know in case you receive any queries.

If you have any questions or concerns about this survey, please call me at 458-1227.

DW:if
cc: Lawrence Buford
J. M. Richard
Maud Sims

Approved: Freda M Hilley
Director of Research and Evaluation

April 1982

DRUGS OFF CAMPUS (DOC)
OUT-OF-DISTRICT SURVEY

1. How have trained dogs been used in your district?
   a. At what grade levels is the program operating?
   b. How many campuses are involved in the program?
   c. Is campus involvement in the program voluntary or mandatory?
2. What problems, if any, have you had in using trained dogs in your district?
3. What has been done to address those problems, if any?
4. What has been the reaction of the public to your district's use of the dogs?
5. What are your conclusions about the effectiveness of the program?

AUSTIN INDEPENDENT SCHOOL DISTRICT POLICY ON SEARCH AND SEIZURE

I

DEFINITIONS AND GENERAL PROVISIONS

1. Certain school district property remains under custody and control of the School District even though the use of the property is granted to a student, employee or other person. Property remaining under custody of the School District is the following:

   A. Student lockers.
   B. Classrooms.
   C. Areas in school buildings such as gymnasiums, halls, offices, assembly rooms, auditoriums and other similar facilities.
   D. Desks, work tables and storage areas located within school buildings.
   E. School grounds outside of school buildings.
   F. School parking lots, athletic facilities and school buildings.
   G. Books, educational equipment (including athletic equipment) and supplies.
   H. School District vehicles on or off school district property.

   All of said real or personal property described in this paragraph is herein referred to as "School Property."

2. Other property brought onto School Property may only be brought on with the understanding and agreement that the owner of the property brought onto School Property consents to a search of that property based upon reasonable cause as determined by School District employees. Included in this category of property are non-School District owned vehicles, personal books and other educational supplies and equipment, (including athletic equipment), and personal items such as lunch boxes, brief cases and similar containers used to carry educational or other personal material. The category does not include purses or clothes actually worn by individual students or employees. This type of property is herein referred to as "Non-School-Property."

3. When consent is obtained by individuals having possession or ownership of any property, school employees may search the property with or without reasonable cause.

4. School District employees may search a student's outer garments, such as coats or sweaters that are worn over regular clothing, may search purses, handbags or similar items carried by a student, may search headcoverings, shoes and socks and may require a student to reveal the contents of the student's pockets or to reveal items carried elsewhere on the student's person when the School District employee has reasonable cause to believe that the student has on the student's person items which are prohibited by applicable law or Board policy or School District or school rules and regulations. Clothes worn by an individual student, other than items listed herein, may only be

4. (Continued)

searched when consent has been obtained from the individual wearing the clothes. If the employee requesting the consent to search has reasonable cause, the refusal to consent to search shall subject an individual refusing to consent to disciplinary action in accordance with the School District Policy on Discipline.

5. School District employees may search any of the School Property or non-school property described in paragraph 1 or 2 upon reasonable cause to suspect that stolen items, illegal drugs, alcoholic beverages, weapons, items the possession of which are a violation of law or items prohibited on School District Property are contained therein.

6. In emergency situations, when a School District employee has reasonable cause to believe that the safety of students, School District employees or school property is at issue, School District employees may conduct a search of a student or any other person on School District Property to determine whether the person is in possession of dangerous or prohibited articles. These searches shall be confined in scope to an intrusion reasonably designed to discover hidden weapons or other objects which could reasonably be expected to be used to harm students, School District employees or School District Property.

7. School District employees having reasonable cause to believe that a student is in possession of items prohibited by law or by School Board policy or School District or school rules and regulations may conduct a "pat-down" search of a person by examining pockets, socks, pantlegs and similar areas to determine the presence of such objects.

8. If items of the nature described in paragraph 5 herein are located upon a search, the School District may take disciplinary action, may confiscate the material or items found and may report the results of the search and the identity of the person having possession of the property searched to public authorities such as the City of Austin Police Department. The School District may also take such action when a search is performed pursuant to consent as set out in paragraph 3 herein.

II

USE OF DOGS TO DETECT DRUGS, ALCOHOL AND RELATED MATERIAL

1. The School District may from time to time use dogs and handlers on an independent contract basis to detect drugs, alcohol and related material on School District Property, School District vehicles or non-school district property located on School District Property.

2. Before the use of dogs for detection purposes in school facilities, the School District Administration must determine that drugs, alcohol and related material has caused a disruption of the educational process. Among other factors, the School District Administration may take into account attendance, discipline and learning problems related to drugs, the presence of drugs, alcohol or related material in the schools; the loss of instructional time caused by teachers and other professional staff members attending to drug and alcohol related student problems; and complaints from students, faculty and/or parents concerning the presence and/or the use of such items on campus.

3. The indication by the dog of drugs, alcohol or similar material shall form the basis of reasonable cause for a search in accordance with Section I of this policy.

ADMINISTRATIVE REGULATIONS ON THE USE OF DOGS TO DETECT DRUGS, ALCOHOL AND RELATED MATERIALS

Attachment H-3
(continued, page 4 of 4)

1. The use of dogs on school campuses to detect drugs, alcohol and related materials will be done in compliance with the District's policy on search and seizure.

2. Dogs will be used on an "unannounced" basis.

3. If a particular classroom containing students and/or employees is searched with the use of a dog, the search will be brief and students will not be allowed to leave the classroom until the search is completed. Reasonable care will be taken while in the classrooms to avoid indicating that any drug, alcohol or related material has been located by the dog.

4. After completion of a search by the dog, if drugs, alcohol or related material is indicated by the search, such indication shall provide reasonable cause for a further search or investigation. A School District Administrator may require the person in whose possession the drugs, alcohol or related material is indicated or who has custody of joint custody of the area in which the material is detected to report to the Administrator for further action in accordance with School District policies and regulations.

5. The student shall be told of the indication by the dog and asked to consent to a search of the person or area in question. If consent is received, the search may be conducted by School District employees. Consent is not required for areas that may be searched without consent according to the District's policy on searches. Any drugs, alcohol or related material found during the search may be used as a basis for disciplinary action and may be turned over to appropriate governmental authorities.

6. If the student declines to consent to the search, the refusal by the student may be the subject of appropriate disciplinary action. The student may also be reported to appropriate governmental authorities.

7. Reasonable efforts will be made by the School District to prevent public embarrassment of the student in connection with the use of the dogs and procedures and searches following detection by the dogs.

Drugs Off Campus

Appendix I

OFFICE OF STUDENT AFFAIRS RECORDS

Instrument Description: Office of Student Affairs Report

Brief description of the instrument:

The Office of Student Affairs Report, Supt. 003, is a record-keeping form designed to communicate to school officials and parents information concerning disciplinary offenses by students and the consequent disciplinary action taken. Major information categories on the form include student identifying information, description of offense, facts and evidence, type of discipline, details of hearing, and recommendations. The form was modified from an earlier version in 1981-82 to reflect changes in the AISD discipline policy.

To whom was the instrument administered?

School personnel, usually the principal or assistant principal, complete the report.

How many times was the instrument administered?

Each time a student committed an offense requiring suspension or corporal punishment.

When was the instrument administered?

Periodically throughout the 1981-82 school year. Information was summarized during June, 1982.

Where was the instrument administered?

All AISD elementary and secondary schools use the report form.

Who administered the instrument?

Self-administered.

What training did the administrators have?

All campus administrators received training in using the form at a workshop held in August 1981. Information and assistance were also available on call from the Office of Student Affairs. AISD schools have been using a similar version of the form for several years.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

Office of Student Affairs.

What reliability and validity data are available on the instrument?

Not applicable.

Are there norm data available for interpreting the results?

Not applicable.

OFFICE OF STUDENT AFFAIRS RECORDS

Purpose

Records and information provided by the Office of Student Affairs, the AISD office responsible for monitoring disciplinary matters in the District, were used in answering the following decision and evaluation questions:

> Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?
>
> > Evaluation Question D1-1: Did the incidence of disciplinary actions for drug-related offenses (including alcohol) change as a result of the program?
> >
> > Evaluation Question D1-2: Did the availability and use of illegal drugs and alcohol on campus change as a result of the program?
> >
> > Evaluation Question D1-4: What happened to students apprehended for possession and/or use of illegal drugs or alcohol?

Procedure

AISD's Office of Student Affairs (OSA) compiles data each year on the number and type of infractions of the District's discipline policy for which disciplinary action was taken. Each time during the year that a student was given corporal punishment or placed on one of several types of suspension, the school completed an OSA report, "Supt. 003," and returned it to OSA. A copy of the report was also mailed to parents. Attachment I-1 is a copy of the Office of Student Affairs Report form.

Completed reports were transmitted by OSA to Data Services where each 003 form, a machine readable document, was optically scanned. Information from the resulting magnetic tape was incorporated into a master discipline file, OSAD, maintained by data services. Summary information requested by ORE from OSA was derived from this file. Attachment I-2 documents the specified information provided for 1981-82. Data for previous years were taken from OSA records.

Discipline data for drug-related offenses (including alcohol) from the present 1981-82 school year and from the two previous years, 1979-80 and 1980-81, were examined for changes which might reflect program effects. Results are presented in the following section.

Results

Evaluation Question D1-1: Did the incidence of disciplinary actions for drug-related offenses change as a result of the program?

Evaluation Question D1-2: Did the availability and use of illegal drugs and alcohol change as a result of the program?

Figures I-1, I-2, and I-3 below and on the following pages present discipline data for drug and alcohol offenses for three years, 1979-80 through 1981-82. Figure I-1 contains summary data for all AISD schools, Figure I-2 data for the high schools, and Figure I-3 the junior high schools.

Note: Data for 1981-82 are as of June 6, 1982. There may be some minor variation from the numbers presented in the final Discipline Report to be published by OSA in fall 1982.

OFFENSE	1979-80	1980-81	1981-82
Alcohol Possession	22	23	25
Alcohol Consumption	x	x	17
Alcohol Influence	27	33	26
Alcohol Sale	0	0	0
Alcohol Distribution	x	x	0
ALCOHOL SUBTOTAL	49	56	68
Drug Possession	111	173	101
Drug Consumption	x	x	68
Drug Influence	55	84	32
Drug Sale	5	28	9
Drug Distribution	x	x	7
DRUG SUBTOTAL	171	285	217
TOTAL	220	341	285

x = New category introduced in 1981-82.

Note: 1981-82 totals are based on data recorded as of June 2, 1982.

Figure I-1. NUMBER OF DRUG-RELATED OFFENSES REQUIRING DISCIPLINE, ALL AISD SCHOOLS, ELEMENTARY AND SECONDARY, 1979-80 THROUGH 1981-82.

Examination of Figure I-1 reveals that:

1. Relative to the number of students enrolled in AISD schools, approximately 53,000 to 56,000 during the three years being considered, the number of drug-related offenses for which

formal disciplinary action was taken is very small--on the order of one offense for every 200 students.

2. In each of the three years shown, the number of offenses involving alcohol alone was much smaller than the number involving drugs alone.

3. Last year, 1980-81, was a peak year for AISD in terms of drug-related offenses. The total number of drug-related offenses in 1980-81 exceeded both the previous year, 1979-80, and the present year, 1981-82. This pattern held true for most individual offense categories as well.

Examination of Figures I-2 and I-3 on the following pages reveals that:

1. The pattern of a peak number of drug-related offenses in 1980-81 is seen for both the high schools and the junior high schools: in the overall totals, most individual offense categories, and some schools as well.

2. Both of the DOC Program schools, Crockett and Martin, and Martin's comparison school, Fulmore, exhibit the pattern. Crockett's comparison school, Travis, does not, however. The number of drug-related offenses at Travis decreased from 1979-80 through 1981-82.

3. At both of the DOC schools, the total number of drug-related offenses in 1981-82 decreased from the number in 1980-81. However, the number also decreased in four other high schools and four other junior high schools.

4. Crockett had the smallest percentage decrease in the total number of drug-related offenses from 1980-81 to 1981-82 of the five high schools where the number decreased (three increased and one remained the same). Crockett's percentage decrease was 25% compared to Austin (29%), Travis (36%), Anderson (48%), and Johnston (56%).

5. Martin had the largest percent decrease (73%) in the total number of drug-related offenses from 1980-81 to 1981-82 of the five junior high schools where the number decreased. However, Fulmore and Bedichek, which had the second- and third-largest number of drug-related offenses in 1980-81, also registered substantial decreases in 1981-82, 56% and 59%, respectively.

   Note: This is leaving aside Murchison, where the incidence of drug-related offenses has been so low in the three years being considered that a calculation of percent change from 1980-81 to 1981-82 cannot be considered meaningful.

6. The number of offenses in the individual offense categories decreased at Crockett from 1980-81 to 1981-82 in four of the five categories for which there were two-year comparison data. However, four other high schools also showed decreases in four of the five categories.

HIGH SCHOOL	Alcohol Possession			Alcohol Consumption			Influence of Alcohol			Drug Possession			Drug Consumption			Influence of Drugs			Drug Sale			Drug Distribution			TOTAL		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
Anderson	5	1	1	x	x	0	4	4	2	3	15	7	x	x	0	0	4	3	0	1	0	x	x	0	12	25	13
Austin	1	4	1	x	x	3	2	9	1	8	15	6	x	x	16	11	29	13	0	1	1	x	x	0	22	58	41
Crockett	1	4	1	x	x	1	1	1	11	9	21	7	x	x	4	3	7	3	0	7	2	x	x	1	14	40	30
LBJ	4	1	8	x	x	5	2	8	2	7	8	8	x	x	5	2	0	0	1	5	0	x	x	1	16	22	29
Johnston	0	2	1	x	x	2	1	6	5	5	14	3	x	x	1	2	5	0	1	0	0	x	x	0	9	27	12
Lanier	0	2	1	x	x	*	3	0	1	1	4	2	x	x	1	0	4	4	0	0	1	x	x	0	4	10	10
McCallum	1	0	1	x	x	1	2	1	2	8	3	6	x	x	3	3	0	2	0	0	1	x	x	0	14	4	16
Reagan	0	2	3	x	x	1	1	1	1	3	4	9	x	x	13	1	6	2	1	0	0	x	x	0	6	13	29
Travis	0	1	0	x	x	0	4	1	0	10	7	5	x	x	1	6	0	0	0	2	1	x	x	*	20	11	7
TOTAL	12	17	17	x	x	13	20	31	25	54	91	53	x	x	44	28	55	27	3	16	6	x	x	2	117	210	187

0 = No instances of this offense were reported by the school.
x = New offense category introduced in 1981-82.
* = Fractional value greater than 0 but less than .5. Fractional values were assigned when more than one offense was committed by a student on the same occasion. For example, three offenses committed by the same student on the same occasion would each be assigned the fractional value of .33.

Note: Discipline data are collected for two additional categories of drug-related offenses, Alcohol Sale and, as of 1981-82, Alcohol Distribution. However, there were no instances of these offenses reported by the high schools in the three years recorded here.

Figure I-2. NUMBER OF DRUG-RELATED OFFENSES REQUIRING DISCIPLINE IN AISD HIGH SCHOOLS, 1979-80 THROUGH 1981-82. Figures were rounded to the nearest whole number within each category and then totaled.

JUNIOR HIGH SCHOOL	Alcohol Possession			Alcohol Consumption			Influence of Alcohol			Drug Possession			Drug Consumption			Influence of Drugs			Drug Sale			Drug Distribution			TOTAL		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
Bedichek	4	1	0	x	x	0	2	0	0	11	23	6	x	x	1	1	0	1	0	3	2	x	x	1	18	27	11
Burnet	0	1	2	x	x	1	1	0	0	1	2	7	x	x	6	0	0	0	0	2	0	x	x	1	2	5	17
Dobie	0	0	1	x	x	2	1	1	0	8	1	1	x	x	4	2	4	*	1	0	0	x	x	0	12	6	8
Fulmore	0	1	0	x	x	0	0	0	0	5	19	10	x	x	2	6	7	*	0	5	1	x	x	1	11	32	14
Lamar	1	0	3	x	x	1	0	0	0	1	0	0	x	x	0	0	0	0	0	0	0	x	x	0	2	0	4
Martin	1	1	0	x	x	0	1	2	0	2	22	4	x	x	3	1	3	2	1	5	0	x	x	*	6	33	9
Murchison	0	1	0	x	x	0	0	0	0	0	0	0	x	x	0	0	0	0	0	0	0	x	x	0	0	1	0
O. Henry	0	0	0	x	x	0	0	1	0	0	1	6	x	x	4	0	7	1	0	0	1	x	x	1	0	9	13
Pearce	0	0	0	x	x	0	0	0	0	0	1	4	x	x	1	0	*	*	0	0	1	x	x	0	0	1	6
Porter	1	0	1	x	x	0	1	0	1	9	4	5	x	x	1	7	5	0	1	2	0	x	x	2	19	11	10
TOTAL	7	5	7	x	x	4	6	4	1	37	73	43	x	x	22	17	26	4	3	17	5	x	x	6	70	125	92

0 = No instances of this offense were reported by the school.
x = New offense category introduced in 1981-82.
* = Fractional value greater than 0 but less than .5. Fractional values were assigned when more than one offense was committed by a student on the same occasion. For example, three offenses committed by the same student on the same occasion would each be assigned the fractional value of .33.

Note: Discipline data are collected for two additional categories of drug-related offenses, Alcohol Sale and, as of 1981-82, Alcohol Distribution. However, there were no instances of these offenses reported by the junior high schools in the three years recorded here.

Figure I-3. NUMBER OF DRUG-RELATED OFFENSES REQUIRING DISCIPLINE IN AISD JUNIOR HIGH SCHOOLS, 1979-80 THROUGH 1981-82. Figures were rounded to the nearest whole number within each category and then totaled.

In addition, none of the same four schools showed an increase in any of the five categories. At Crockett, the number of offenses in the category Alcohol Influence increased sharply from 1980-81 to 1981-82.

7. Martin was the only junior high school at which the number of offenses in each of the five categories for which there were comparison data decreased from 1980-81 to 1981-82. However, the number of offenses in each of the five categories likewise decreased at Fulmore, except in Alcohol Influence where the number remained 0.

Note: Caution should be exercised in giving these findings too strict an interpretation. The numbers of offenses at individual schools are small and small differences can be exaggerated when expressed in terms of percentages. For example, the percentage increase from 1980-81 to 1981-82 in the total number of drug-related offenses at Dobie was 33%, but the actual number of offenses only increased from six to eight. Also, according to OSA, there was some individual variation among the schools in terms of their approaches to the discipline process. Some schools are more likely than others to handle disciplinary matters in an "in-house" fashion and not discipline offenders by corporal punishment or suspension.

From the information presented in Figures I-1, I-2, and I-3, it can be concluded that, while the number of drug-related offenses at the DOC Program schools decreased in 1981-82 from the previous year, this decrease cannot clearly be attributed to the activities of the DOC Program.

However, such evidence as these discipline data provide suggests that, if programmatic effects can be discerned, they were more likely at Martin than at Crockett. In 1980-81, Martin had the largest incidence of drug-related offenses among the junior high schools; in 1981-82 it had the sixth-largest. Fulmore had the second-largest number of drug-related offenses during both years. By comparison, Crockett had the second-largest number of drug-related offenses among the high schools in both 1980-81 and 1981-82. During the same two years, the number of drug-related offenses at Travis declined from the seventh-largest (of nine schools) to the smallest. Both Martin and Crockett had substantial decreases from 1980-81 to 1981-82 in the number of offenses for Drug Possession, but Martin's 82% decrease was the largest among the three junior high schools where there were decreases, while Crockett's 67% decrease was the second-largest among the six high schools where there were decreases.

In summary, while the evidence supplied by the discipline data does not permit the clear inference that the DOC Program was responsible for the decrease in the number of drug-related offenses at Crockett and Martin, changes did occur. Based on these data, the DOC Program may have had an effect in reducing the availability and use of illegal drugs and alcohol at Martin. There is less evidence for its effectiveness at Crockett.

Evaluation Question D1-4. What happened to students apprehended for possession and/or use of illegal drugs or alcohol?

Figure I-4 below presents a summary of the number of each method of discipline used by Crockett and Martin for drug-related offenses during the 1981-82 school year.

		NUMBER								
		Fall 1981			Spring 1982			All 1981-82		
SCHOOL	TYPE OF DISCIPLINE	DOC	Not DOC	Total	DOC	Not DOC	Total	DOC	Not DOC	Total
Crockett	Short-term suspension	0	2	2	0	15	15	0	17	17
	Intermediate suspension	0	0	0	0	2	2	0	2	2
	Summary suspension	0	0	0	0	0	0	0	0	0
	Long-term suspension	2	3	5	0	7	7	2	10	12
	Probated suspension*	5	3	8	4	0	4	9	3	12
	TOTAL	2	5	7	0	24	24	2	29	31
Martin	Short-term suspension	0	5	5	0	5	5	0	10	10
	Intermediate suspension	0	0	0	0	0	0	0	0	0
	Summary suspension	0	0	0	0	1	1	0	1	1
	Long-term suspension	0	0	0	0	0	0	0	0	0
	Probated suspension*	0	0	0	0	5	5	0	5	5
	TOTAL	0	5	5	0	6	6	0	11	11

*These suspensions were long term and the student remained in school for the recommended length of the suspension. These incidents are not included in the suspension totals since the students met their probationary commitments and were not removed from school.

Figure I-4. NUMBER OF EACH TYPE OF DISCIPLINE GIVEN TO STUDENTS FOR DRUG-RELATED OFFENSES, DOC PROGRAM SCHOOLS, 1981-82.

The following points should be noted about the information in Figure I-4:

1. School totals for 1981-82 differ slightly from those shown in Figures I-2 and I-3. Totals in Figures I-2 and I-3 are numbers of drug-related offenses. Totals in Figure I-4 are numbers of types of discipline used for drug-related offenses.

2. The option for the school of probating suspensions first became available in 1981-82. Likewise, the categories of immediate and summary suspension were introduced in 1981-82. Attachment I-3, a copy of the current AISD discipline policy, explains the new categories.

3. Probated suspensions are not included by OSA in the suspension totals if they were successfully served. Therefore, of the 24 total long-term suspensions at Crockett in 1981-82, only 12 of these were counted as actual long-term suspensions since the rest were probated.

4. Of the 12 actual long-term suspensions at Crockett, only two resulted from the activities of the DOC Program during the 1981-82 school year. The remaining 10 long-term suspensions were given to students apprehended by other means.

5. Of the 11 long-term suspensions given to students apprehended through the use of dogs, only two were not probated. By comparison, of the 13 long-term suspensions given to students apprehended by other means, 10 were not probated. This finding indicates that students disciplined for drug-related offenses received differential punishment depending on whether they were apprehended through the use of dogs or by other means.

6. No students received any sort of discipline for a drug-related offense at Martin as a result of the DOC Program.

Data pertaining to the numbers of students receiving other types of discipline besides suspension as a result of the DOC Program were not reported to OSA. This information was gathered from school records and is presented in Appendix J.

REPORT TO OFFICE OF STUDENT AFFAIRS - SUPT. 003
(SUSPENSIONS - CORPORAL PUNISHMENT)

REPORTE PARA LA OFICINA DE ASUNTOS DEL ESTUDIANTE
(SUSPENSIONES – CASTIGO CORPORAL)

Student
Estudiante

Parents
Padres

Home Address
Dirección De Domicilio

Home Phone
Teléfono De Domicilio

Description of offense
Descripción de ofensas:

Attach Additional Pages If Necessary

Facts and Evidence
Datos y Pruebas:

Type of Discipline & Inclusive Dates
Tipo de Disciplina y Fechas Inclusivas

PLEASE NOTICE PREVIOUS METHODS STRATEGIES ARE MARKED
POR FAVOR LEA METODOS USADOS ANTES ESTAN INDICADOS ABAJO

USE #2 PENCIL FOR MARKING BUBBLES

PARENT TEACHER CONFERENCE / CONFERENCIA PADRES-MAESTROS
COUNSELOR / CONSEJERO DE ESTUDIANTES
SCHOOL SUPPORT TEAM / EQUIPO ESCOLAR DE APOYO
VISITING TEACHER / MAESTRO AMBULANTE
ATTENDANCE INVESTIGATOR / INVESTIGADOR DE ASISTENCIA
COMMUNITY AGENCY / AGENCIA DE LA COMUNIDAD
PENAL LAW REQUIREMENTS / REQUISITOS DE LA LEY PENAL
REFERRAL TO CENTRAL IAD / REFERIMIENTO A LA CENTRAL IAD
DETENTION / DETENCION
CORPORAL PUNISHMENT / CASTIGO CORPORAL
IN-SCHOOL SUSPENSION / SUSPENSION DE LA ESCUELA
PROBATION / PROBACION
SHORT TERM SUSPENSION / SUSPENSION CORTA
INTERMEDIATE SUSPENSION / SUSPENSION INTERMEDIA
SUMMARY SUSPENSION / SUSPENSION SUMARIA
REVIEW BOARD / JUNTA DE REVISION

Contact for follow up
Persona para seguimiento

Phone
Teléfono

DATE SENT TO OSA

Date of return (suspension only)
Fecha de retorno (suspensión solamente)

Principal's signature
Firma del Principal

DISCIPLINE METHODS	HEARING:	ATTENDANCE
CORPORAL PUNISHMENT		PARENT
SHORT TERM SUSPENSION		STUDENT
INTERMEDIATE SUSPENSION		ASST. PRIN.
SUMMARY SUSPENSION		PRINCIPAL
LONG TERM SUSPENSION		P.A.
		V.I.
		P.A.
		SUP. ED. STAFF
		TEACHER(S)
		COMPANION(S)
		OTHER

CENTRAL USE ONLY	DISCIPLINE METHODS
BEHAVIOR CODES	CAT. I
	CAT. II
	CAT. III
	LONG TERM SUSPENSION

OFFICE OF STUDENT AFFAIRS COPY

Attachment I-2

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Student Affairs

May 31, 1982

TO: Kathy Silva, Programmer, Department of Planning and Programming

FROM: Larry Yawn, Coordinator of Student Affairs

SUBJECT: Drug Related Incidents Data Request

Please prepare a frequency count of drug related incidents for which a student received corporal punishment, short-term suspension, intermediate suspension, summary suspension, or long-term suspension for the school year 1981-82. Also, please provide the total number of students involved. The report should include district wide figures and a school by school breakdown of all High Schools and Junior High Schools.

The behaviors needed are as follows:

1981-82 School Year Codes:

09	Alcohol	1 Possession 2 Consumption 3 Influence 4 Sale 5 Distribution
10	Dangerous Drug/ Controlled Substances	1 Possession 2 Consumption 3 Influence 4 Sale 5 Distribution

trr
cc: David Wilkinson, ORE ✓

POLICY ON DISCIPLINE, AUSTIN INDEPENDENT SCHOOL DISTRICT

(Administrative Handbook, Section 5143)
Adopted June 8, 1981

Attachment I-3
(Page 1 of 2)

I. PREAMBLE

The Austin Independent School District (School District) seeks to provide students with a quality educational program that encourages the acquisition, exchange and application of ideas. Essential to this goal is a school atmosphere conducive to learning and free of disruption. The School District expects students to exhibit a high degree of self-discipline in their behavior and to contribute to an educational climate which maximizes opportunities to learn for all students.

The purpose of discipline is both (1) to maintain order in the educational process to allow all students to receive the benefits of education and (2) to correct inappropriate behavior.

The individuals charged with implementing this policy shall make reasonable efforts to determine the responsibility and the degree of an offense.

II. DEFINITIONS

1. Administrator — shall mean principals, assistant principals, deans, head teachers and any individual who is charged with responsibility for operation of schools where a campus principal is not assigned.
2. Administrative Designee — shall mean the employee of the School District designated by the principal (or individual charged with responsibility for operation of schools where a campus principal is not assigned) as in charge of a school in the absence of the principal.
3. Alcoholic beverage — shall mean those substances or beverages defined by Section 1.04 of the Texas Alcoholic Beverage Code and any amendments thereto.
4. Dangerous drug or controlled substance — shall mean any drug, substance or device, the possession or use of which is prohibited by applicable Texas law (including Article 4476-14 and 4476-15, Vernon's Annotated Texas Statutes, as amended or as may be hereinafter amended, and other applicable Texas laws) and any drug, substance, device or inhalant as defined by City Ordinances of the City of Austin together with all amendments thereto.
5. Days — shall mean school days.
6. Prohibited tobacco — shall mean cigars, cigarettes, pipes, chewing tobacco, snuff and other products made predominantly of tobacco.
7. Student — shall mean a person enrolled or who has attempted to enroll or who has submitted himself to the jurisdiction of the School District and who has not been removed from the rolls of the School District by the appropriate School District official.
8. Weapon— shall mean any article or object defined in Section 46.01 of the Texas Penal Code and any other object which by the nature of its use is capable of inflicting bodily injury or causing disruptions of the educational process.
9. Other definitions are set out elsewhere in this policy and other policies and regulations of the School District.

III. PHYSICAL RESTRAINT

Any School District employee may, within the scope of the employee's duties, use and apply such physical restraint to a student or other person as that employee reasonably believes is necessary in situations including but not limited to:

1. Protection of a person, including the person using physical restraint, from physical injury.
2. Obtaining possession of a weapon or other dangerous object.
3. Protection of property from serious damage.
4. Removal of a student from a specific location, including a classroom and other School District property in order to restore order or impose disciplinary measures.

The use of physical restraint is not discipline.

IV. OFFENSES

A. The following shall constitute offenses for which discipline may be administered (hereinafter referred to as an offense or offenses):

1. Commission of any act which is punishable by fine, incarceration or both under any law of the United States, the State of Texas of any ordinance of the City of Austin, all as amended from time to time.
2. Violation of any policy, rule or regulation of the School District.
3. Violation of any rule, regulation or procedure of a particular school or class.
4. Failure to follow directions, instructions or requests of School District personnel acting within the scope of their authority.
5. Disruption of the educational process, including interference with the educational activities of one or more other students.
6. Abusive conduct, words or gestures, which shall include acts of harassment of other persons, extortion, acts that threaten or incite others to do bodily harm to others, coercion, blackmail, profane or insulting words or gestures that are disruptive to the educational process.
7. Class cutting (defined as the unauthorized non-attendance by a student in any or all classes to which the student is assigned).
8. The use of prohibited tobacco by students on school district property other than at places and during times designated as appropriate by applicable school district regulations or directions of administrators.
9. Damage to or destruction of property of (a) other students, (b) School District employees or (c) the School District.
10. Possession of any intoxicating beverage, dangerous drug or controlled substance, or consumption, sale or distribution on the grounds or in the building of any school in the School District, any enclosure, field or stadium where an athletic event sponsored or participated in by a school in the School District is being held or at any school district sponsored event.
11. Cheating or copying, without the student's and teacher's permission, the work of another student.
12. Throwing or dropping objects that can cause bodily injury or damage property with the intent to cause injury or damage.
13. Leaving school grounds when not authorized to do so.
14. Committing robbery or theft.
15. Fighting, provided, however, there shall be no automatic discipline applied to all parties to a fight but the person imposing discipline shall make reasonable efforts to determine which person is the aggressor and impose discipline accordingly.
16. Being under the influence of any intoxicating beverage, dangerous drug or controlled substance without prior written doctor's permission.

B. A student may be punished for an offense committed either on School District property, in a vehicle owned by or operated by or for the School District or at an event such as a field trip, athletic trip, or athletic event sponsored by the School District, or for an offense which, although committed off School District property, interferes with the educational process.

C. As a general rule, less serious offenses and first time commissions of less serious offenses shall be punished by less severe discipline such as the use of alternative measures, corporal punishment, detention, in-school suspension and short-term suspension. More serious offenses may be punished with more serious discipline measures, up to and including long-term suspension. Commission of multiple offenses of a less serious nature may also be punished by use of more severe disciplinary measures.

V. DISCIPLINE METHODS

The following are discipline methods which may be used when a student commits an offense.

A. ALTERNATIVE METHODS

Referral to special student services, even though these are not formally classified as a discipline measure, may be an appropriate response to the commission of an offense. These alternative student services include counseling, tutoring, home visitation, alternative schools and community programs designed to encourage appropriate study and behavior skills. This list is not meant to be all inclusive but to be a representative sample of various programs available.

B. CORPORAL PUNISHMENT

1. Parental permission is not required for the use of corporal punishment.
2. Parents have the responsibility to notify the principal if they object to the use of corporal punishment on their child. Such objection must be submitted on the form provided by the District for that purpose to be effective. In the absence of receipt of said punishment in the principal's office, it shall be assumed that there is no parental objection to the use of corporal punishment.
3. Corporal punishment shall be administered only by the principal or the principal's administrative designee.
4. Corporal punishment shall be administered as soon as possible after an offense and shall not be administered in anger.
5. Corporal punishment shall be administered in the presence of a witness.
6. The principal or the principal's administrative designee may choose not to use corporal punishment even if the parent has requested its use.
7. The use of corporal punishment shall be reported to the Office of Student Affairs and documented by the school on a school district form provided for that purpose.
8. The principal or administrative designee shall send a copy of the form to the parents or guardian.
9. Paddles used for administering corporal punishment shall not be generally displayed and shall be maintained under the control of the principal or his administrative designee.
10. Corporal punishment shall be limited to spanking or paddling and shall consist of no more than three separate swats or licks.
11. When corporal punishment is utilized in grades 9-12, the student involved may be given a choice between other discipline and corporal punishment.

C. DETENTION

1. Detention is the retention of a student in school by a teacher or administrator either before the commencement of the school day, after the end of the school day or at other times during the school day as may be agreed upon between the student and the person imposing detention.
2. Each school using detention shall develop a procedure for operation of detention. The procedure shall include the giving of appropriate notice to students and parents or guardians. The timing of the notice shall take into account the age of the student and consideration of transportation needs. In order to impose detention the student must be told the reason for the detention and the length of the detention and must be allowed to give his version of the events giving rise to the detention if the student denies the events. This may occur simultaneously with detention or prior to detention depending on the circumstances.

D. IN-SCHOOL SUSPENSION

1. In-school suspension shall mean assignment of a student to a designated in-school suspension area in the school other than the student's regular classroom assignment.
2. An in-school suspension program may be established by the principal (or if no principal is assigned to the school, the administrator in charge) of each school. A specific area in the school must be designated and the principal must insure that a staff member is present to supervise the in-school suspension.
3. Education opportunities shall be available for a student assigned to in-school suspension.
4. The length of time of in-school suspension shall be for a set time. The principal or administrative designee may also provide that the time of in-school suspension may be shortened and the student may return to regular classes when the student develops a plan acceptable to school personnel to improve the student's behavior.
5. The parent or guardian of the student shall be notified in writing or by telephone at the time in-school suspension is imposed.
6. In order to impose in-school suspension, the student must be told the reason for the suspension and the length of the suspension and must be allowed to give the student's version of the events giving rise to the suspension if he denies the events. This may occur simultaneously with or prior to in-school suspension depending on the circumstances.

E. REMOVAL FROM CLASS—A Teacher may remove a student from class in order to maintain effective discipline in the classroom. The removal shall be in accordance with Education Code 21.301, as may be amended, and regulations of the School District.

F. SUSPENSION—A student may be suspended from school for commission of an offense. The School District is not required to provide make-up work for the period of suspension. Generally, suspension shall be commensurate with the type of offense. The description of types of offenses which warrant particular types of suspension is not intended to be limiting nor is it intended to describe a particular level of punishment. Rather, this is intended for the guidance of administrators. The circumstances in each case may warrant discipline of a type different from another case.

The following types of suspension may be used:

1. Short-Term Suspension of up to three (3) days.
2. Intermediate Suspension of any period in excess of three (3) days but not exceeding ten (10) days.
3. Summary Suspension—An immediate suspension of up to (10) days may be given if the student's presence in the school poses a continuing threat or danger to persons or property or an on-going threat of disruption of the educational process.
4. Long-Term Suspension of more than (10) days as follows:
   a. Category I—Suspension from school up to the remainder of the grading period during which an offense occurs. This suspension may be used in the case of commission of a serious offense; for example, possession of a weapon, violence toward persons, repeated violation of school rules, violence toward property which results in damage, possession, use or consumption of a dangerous drug or controlled substance, or incorrigible conduct.
   b. Category II—Suspension from school for up to the remainder of the current school semester. This suspension may be used in cases following the commission of a very serious offense, for example use of a weapon that could or does result in injury, violence toward persons resulting in injury, inflicting major damage on property, possession, use, consumption, sale or distribution of a dangerous drug or controlled substance, repeated violation of school rules (repeated being two (2) or more violations) or incorrigible conduct.
   c. Category III—Suspension for up to the remainder of the current school year. This suspension may occur when serious physical harm has been inflicted on any person, when a student has inflicted damage to property over $100 cumulative or when there is an indication that the student represents a clear and present danger of continued disruption of the educational process.
5. In-School Suspension pending conference with parents or guardians — Where any suspension other than an in-school suspension is imposed, the parents or guardians of the student may be required to participate in a conference with the principal or other administrator prior to the student's reentry into school after completion of the suspension period. The conference may take place in person, by telephone or in any manner to which the administrator agrees. If the conference does not occur at or prior to the end of the suspension, the student shall be allowed to reenter school under any of the following conditions as specified by the principal or other administrator:
   a. Assignment to in-school suspension pending a conference with the parents or guardians or until the principal or other administrator is satisfied that the student's behavior warrants return to the regular classroom program.
   b. Readmission to regular classes and at the principal or other administrator's discretion, suspension from extracurricular activities pending a conference with the parents or guardians or until the administrator is satisfied that the student's behavior warrants return to the regular program and regular participation in extracurricular activities.

VI. PROCEDURES FOR DISCIPLINE

A. The procedures for discipline under paragraph V-B (corporal punishment) of this policy are set out in that section.

B. The procedures for discipline under paragraph V-C (detention) of this policy are set out in that section.

C. The procedures for discipline under paragraph V-D (in-school suspension) of this policy are set out in that section.

D. PROCEDURES FOR SUSPENSION

1. Procedures for short-term suspension—Prior to the commencement of a short-term suspension, the principal or administrative designee shall take the following actions:
   a. The student or parents or guardian must be given oral notice of the reason for the short-term suspension.
   b. If the student denies the facts giving rise to the short-term suspension, the principal or administrative designee must give the parents or student or guardian an explanation of the evidence on which the short-term suspension is based.
   c. If the student denies the charges against him the student must be given an opportunity to present his side of the story and respond to the facts giving rise to the suspension.
   d. The student's parent or guardian shall be sent notice in writing when the principal or administrative designee makes the determination to impose a short-term suspension.
2. Intermediate Suspension—The same procedures for a short-term suspension shall be followed in order to impose an intermediate suspension except that the parent or guardian must be notified either by telephone or in writing and must be given an opportunity to be present at the time the principal or administrative designee informs the student of the charges against him which give rise to consideration of an intermediate suspension. All the rights set out in the paragraph regarding procedures for a short-term suspension shall apply except as amended herein.

   As an alternative to the informal hearing before the principal provided in this paragraph, the principal may convene a campus review board as provided in Regulation 5143.01. The campus review board shall take the place of the hearing before the principal and the decision of the campus review board shall be presented to the principal in accordance with the regulations governing the campus review board. Thereafter the principal shall make his decision.
3. Summary Suspension not exceeding ten (10) days—In the event of facts giving rise to a summary suspension as set out in paragraph VF (3) herein, a student may be immediately removed from school. Depending on the length of the suspension (not more than three (3) days or not more than ten (10) days) the procedures set out for short-term and intermediate suspension shall apply except that the procedures shall be commenced and completed as soon as practicable after removal of the student from school.
4. Long-Term Suspension
   a. The summary suspension set out in paragraph VF (3) herein may be used in connection with or in addition to a long-term suspension. For example, the facts may warrant use of the summary suspension pending commencement and completion of the procedures which must be followed before imposition of a long-term suspension.
   b. The procedure for long-term suspension shall be as follows:
      1. The parent or guardian shall be sent notice in writing setting out the nature of the offenses the student is charged with committing. The notice may be mailed prior to the time for a campus review board hearing or may be hand delivered by a School District employee. If mailed, it shall be mailed within a reasonable time prior to the hearing. In addition to the written notice, the School District shall make reasonable attempts to contact the parents or guardians by telephone prior to the campus review board hearing.
      2. The procedures in Regulation 5143.01 concerning the campus review board shall be followed by the School District.
      3. No student shall be suspended from school for more than (10) days in the absence of approval by the Superintendent. The student shall be entitled to remain in school pending such approval unless the continued presence of the student would disrupt the educational process.
   5. Review of Category III Suspension—When a Category III Suspension is ordered a district review board pursuant to Regulation 5143.03 of the School District may be requested by the student, parent or guardian or the School District prior to the beginning of the second semester to review the advisability of returning the student to school.

VII. APPEAL PROCEDURES

All decisions to impose disciplinary suspension under paragraph V-F of this policy may be appealed as provided in this section. The following procedures shall apply to all appeals under this section.

A. Short-term and summary suspensions if imposed by one other than the principal, may be appealed to the principal or person designated as in charge of a school. The appeal must be in writing and must be received by the principal within ten (10) days after commencement of the suspension from which the appeal is taken. The principal shall review the decision regarding the suspension and any statements or other material submitted by the student, parent or guardian. The principal shall make a decision and communicate the decision to the student, parent or guardian within ten (10) days of receipt of the notice of appeal.

B. Intermediate suspensions may be appealed to the principal as provided for short-term and summary suspensions. In addition, the principal's decision may be appealed to the Assistant Superintendent for elementary, if the suspension involves a student in grades six and below, or the Assistant Superintendent for secondary, if the suspension involves a student in grades seven and above. The appeal to the appropriate Assistant Superintendent must be in writing and must be received by the Assistant Superintendent within ten (10) days after the principal has reached his decision on the appeal. The Assistant Superintendent may designate an administrator or administrators to review appeals and suspension. The suspension decision shall be reviewed, together with any statements or other material submitted by the student, parent or guardian. The Assistant Superintendent shall make a decision and communicate the decision to the student, parent or guardian within ten (10) days of receipt of the notice of appeal.

C. Long-term suspensions may be appealed by giving written notice within ten (10) days after the first day of the suspension. The written notice shall be filed with the Superintendent. The written notice shall be addressed to the Superintendent, shall be either hand delivered or mailed by regular United States mail and shall be clearly marked on the outside of the envelope "Discipline Appeal." If mailed, the notice must actually be received by the Superintendent within twelve (12) days after the first day of the suspension. The Superintendent may designate an administrator or administrators to review appeals of suspensions. Appeals of long-term suspensions shall proceed as follows:

1. The Superintendent or person designated by the Superintendent shall review all material and relevant evidence considered by the person or board (for example, principal or Campus Review Board) making the discipline decision from which the appeal is taken.
2. If an administrator is designated by the Superintendent to review suspension appeals, the administrator shall make a recommendation in writing to the Superintendent. The recommendation may include affirmance of the discipline imposed, reversal of the discipline imposed or modification of the discipline imposed.
3. Within fifteen (15) days after receipt of the notice of appeal, the Superintendent shall determine the appeal and issue his decision in writing.
4. In the event any discipline is reversed or modified so as to reverse the suspension in whole or in part, the student shall be given appropriate makeup work and shall be given an opportunity to make up all classes and exams missed by reason of the original suspension insofar as the original suspension is revoked.
5. The Superintendent's decision on appeals of suspensions may be appealed to the Board of Trustees. The appeal must be made in writing and delivered to the Superintendent within ten (10) days after notice of the Superintendent's decision on the appeal is received.
6. The appeal to the Board shall be in writing and may be accompanied with additional statements or arguments but shall not consist of new evidence not considered by the authority first imposing the suspension.
7. The Board of Trustees shall review the materials submitted in connection with the appeal, as soon as practicable, including the records of proceedings by the person or board which initially determined the suspension would be imposed. This review shall ordinarily be conducted in an Executive Session of the Board. The Board shall decide the appeal and notify the student and parents or guardian.

VIII. PROBATION

Any suspension provided in this policy may be probated and probation may be granted upon such terms and conditions as may be imposed by the principal. Probation may be granted only by the principal. Probation may be recommended by a teacher or a campus review board. Once probated, the discipline shall remain probated so long as the student satisfies the conditions of the probation. If one or more of the conditions of the probation are not satisfied, the probation may be revoked and the original discipline may be imposed. No probationary period may exceed a semester. The student, and where deemed appropriate by the principal or campus review board, the student's parent or guardian may be required to agree in writing to certain terms and conditions of probation as a prerequisite to the granting of probation.

In order to revoke probation, the Principal shall give written notice of the reasons for revocation of the probation and the principal shall hold a hearing. At the hearing, the only issue shall be whether the student committed the acts on which the decision to revoke probation is based. If the probation is revoked, the student completes the portion of the suspension remaining as if the probation had not been originally granted. Nothing in this section on probation shall prevent the use of other disciplinary measures for offenses committed during the time in which a student is on probation.

IX. MISCELLANEOUS PROVISIONS

A. This discipline policy shall not apply to students who have been designated special education students as determined by applicable School District regulation. Special education students shall be subject to discipline under the terms of administrative regulations which may incorporate portions of this policy.

B. The Administration shall adopt regulations which interpret and place into effect this policy.

Drugs Off Campus

Appendix J

DOG "ALERTS" REPORT FORM

81.54

Instrument Description: Dog "Alerts" Report Form

Brief description of the instrument:

The Dog "Alerts" Report Form is a record-keeping form filled out by school personnel. The form is designed to reflect the circumstances surrounding an alert by a drug-detecting dog. Major information categories on the form include student name and number, grade, place visited by dog, whether a search was conducted, the kind of search, what was found, and what disciplinary action was taken. There are two versions of the form. One is legal sized and permits the recording of up to four alerts. The other is letter sized and permits recording of only one alert. Both forms, while formatted differently, require the same information.

To whom was the instrument administered?

An assistant principal at Crockett High School and another at Martin Junior High School filled out the form.

How many times was the instrument administered?

A report form was made out for each occasion that the dogs were brought to the campus of Martin or Crockett.

When was the instrument administered?

Periodically, from October 1981 through May 1982.

Where was the instrument administered?

In the assistant principals' offices.

Who administered the instrument?

Self-administered.

What training did the administrators have?

The assistant principals reviewed the form in draft, and the form was revised in accordance with their comments. Both assistant principals met with the Evaluation Intern to discuss the form. Questions were addressed as they arose and the form modified as needed.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

The Evaluation Intern with input from ORE and school staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

148

DOG "ALERTS" REPORT FORM

Purpose

The Dog "Alerts" Report Form provided information to address the following decision and evaluation questions:

Decision Question D1: Should the Austin Independent School District continue to have a program using trained dogs to detect illegal drugs and alcohol?

Evaluation Question D1-1: Did the incidence of disciplinary actions for drug-related offenses (including alcohol) change as a result of the program?

Evaluation Question D1-4: What happened to students apprehended for possession and/or use of illegal drugs or alcohol?

Procedure

In the fall of 1981, the need for precise information about what program activities were taking place on the campuses of the DOC schools led to the development of a record-keeping form for the purpose. Two versions of the form were drafted. The initial, letter-sized version (Attachment J-1) lacked compactness, so a second, legal-sized version (Attachment J-2) was created. Both versions of the form were ultimately used, since the assistant principal at Martin who was responsible for keeping DOC-related records preferred the letter-sized version. The form underwent several revisions and was finalized, apart from subsequent minor revisions, in December 1981.

During the course of the 1981-82 school year, an assistant principal at Crockett and another at Martin completed the form each time the dogs came to their campuses. As indicated in Attachments J-1 and J-2, entries were made for each student on whom, or on whose locker or car, a dog alerted. "Alert" was the term the contractor used to describe the unobtrusive signal a dog made to its handler when it sniffed contraband material. Completed forms were mailed to ORE or picked up by the Evaluation Intern.

At the end of the school year, the Evaluation Intern tallied the information on the forms according to category. Results are presented by evaluation question in the following section.

Results

Evaluation Question D1-1: Did the incidence of disciplinary actions for drug-related offenses (including alcohol) change as a result of the program?

School records did not provide the longitudinal information necessary to address this question. Three years of discipline data from the Office of Student Affairs are discussed in Appendix I.

Evaluation Question D1-4: What happened to students apprehended for possession and/or use of illegal drugs or alcohol?

Figures J-1 and J-2 summarize the information reported by Crockett and Martin about the program's activities. Figure J-3 provides more detail about the disciplinary actions taken by the DOC Program schools as the result of dog alerts.

Examination of the three figures reveals that:

- No students were apprehended at Martin as a result of the detection activities of the dogs.
- Only 20 students at Crockett were disciplined as a result of dog alerts. This finding is consistent with the program's emphasis on prevention as opposed to apprehension.
- Only two students at Crockett were given long-term suspensions for drug-related offenses detected by the use of dogs. Both of these occurred in the fall semester; none occurred in the spring semester. The majority of the suspensions given to Crockett students apprehended by the use of dogs were probated, meaning that the student was not required to leave school.

Figures J-4 and J-5 show the number of "false alerts" at Crockett and Martin during the 1981-82 school year. As seen in the figures, a large number of the alerts were unproductive in terms of finding illegal drugs or alcohol.

81.54

	FALL 1981	SPRING 1982	ALL 1981-82
Number of Site Visits	11	21	32
Number of Dog Alerts	33	30	63
Alerts on: Males	23	22	45
Females	10	7	17
[1]Gender Unknown	0	1	1
9th Graders	6	4	10
10th Graders	10	7	17
11th Graders	6	11	17
12th Graders	11	6	17
[1]Grade Unknown	0	1	2
Places Where Dogs Alerted:			
Parking Lot	20	22	42
Hallway	2	0	2
Classroom	10	7	17
Other	1	1	2
Search by Administrators?			
Yes	33	29	62
[1]No	0	1	1
Did Student Consent?			
Yes	33	29	62
[1]No	0	1	1
[2]Kind of Search:			
Pat Search	0	0	0
Empty pockets/purse	11	8	19
Car	20	20	40
Locker	2	3	5
Other	0	0	0
[1]None	0	1	1
Parents Notified?			
Yes	19	21	40
No	10	9	19
[3]Unknown	4	0	4
Anything Found?			
Yes	20	21	41
No	13	9	22
[2]What Was Found:			
Drug	11	11	22
Alcohol	0	2	2
Firearm	1	0	1
[4]Other	15	17	32
Preliminary Hearing?			
Yes	23	18	41
No	9	12	21
[3]Unknown	1	0	1
Disciplinary Action?			
Yes	11	9	20
No	20	17	37
[3]Unknown	2	4	6

[5]Immediate Disciplinary Action			
In-School Suspension	0	0	0
3-Day Suspension	0	0	0
10-Day Suspension	0	0	0
[6]Other	3	8	9
None	30	20	52
[3]Unknown	0	2	2
Campus Review Board?			
Yes	8	1	9
No	25	24	49
[3]Unknown	0	5	5
[2]Recommendation of Review Board:			
Long-term Suspension	7	0	7
Probated? Yes	5	0	5
No	2	0	2
Drug Counseling	5	0	5
Other	4	1	5

[1]There was an alert on a car, but it was driven away before it could be searched.

[2]Entries were made in more than one category.

[3]This information was not reported by the school.

[4]This category included prescription medicine, empty bottles and cans formerly containing alcohol, ammunition, assorted weapons, some harmless items (e.g., a rabbit's foot and a tennis ball), and drug paraphernalia (e.g., rolling papers, roach clips, and pipes).

[5]Action the school could take without convening a Review Board.

[6]This category included conference, informal probation, and drug counseling.

Figure J-1. SUMMARY OF THE ACTIVITIES OF THE DOC PROGRAM AT CROCKETT, 1981-82.

	FALL 1981	SPRING 1982	ALL 1981-82
Number of Site Visits	6	12	18
Number of Dog Alerts	2	4	6
Alerts On: Males	2	0	2
Females	0	2	2
*Gender Unknown	0	2	2
7th Graders	1	0	1
8th Graders	1	2	3
*Grade Unknown	0	2	0
Places Where Dogs Alerted:			
Parking Lot	0	0	0
Hallway	0	2	2
Classroom	2	2	4
Other	0	0	0
Search by Administrators?			
Yes	2	4	6
No	0	0	0
Did Student Consent:			
Yes	2	4	6
No	0	0	0
Kind of Search:			
Pat Search	0	0	0
Empty pockets/purse	2	2	4
Car	0	0	0
Locker	0	2	2
Other	0	0	0
Parents Notified?			
Yes	2	4	6
No	0	0	0
Anything Found?			
Yes	0	0	0
No	2	4	6
Disciplinary Action?			
Yes	0	0	0
No	2	4	6

*This information was not reported by the school.

Figure J-2. SUMMARY OF THE ACTIVITIES OF THE DOC PROGRAM AT MARTIN, 1981-82.

SCHOOL	SEMESTER	NUMBER OF DOG ALERTS	NUMBER OF DISCIPLINARY ACTIONS	ACTIONS TAKEN	NUMBER OF STUDENTS
Crockett	Fall 1981	33	11	. Probated suspension; drug counseling	2
				. Probated suspension	1
				. Probated suspension; counseling	1
				. Probated suspension; drug counseling; strict behavior requirements	1
				. Long-term suspension; drug counseling	1
				. Long-term suspension; drug counseling; vocational assistance	1
				. Conference and informal probation	2
				. Conference and informal probation; drug counseling	1
				. Semester of volunteer work	1
	Spring 1982	30	9	. Informal probation	3
				. Probated suspension; drug counseling	3
				. Probated suspension	1
				. Barred car from campus; informal probation	1
				. Forty (40) hours detention	1
Martin	Fall 1981	2	0		
	Spring 1982	4	0		

Figure J-3. DISCIPLINARY ACTIONS TAKEN AS A RESULT OF DOG ALERTS.

DAY	DATE	NUMBER OF ALERTS	NUMBER OF FINDS*	NUMBER OF FALSE ALERTS*
Tuesday	10/6/81	5	1	4
Monday	10/12/81	5	3	2
Tuesday	10/27/81	5	3	2
Thursday	10/29/81	0	-	-
Friday	11/6/81	2	2	0
Thursday	11/12/81	3	3	0
Friday	11/20/81	4	1	3
Monday	11/23/81	0	-	-
Thursday	12/3/81	4	1	3
Tuesday	12/8/81	4	3	1
Thursday	12/17/81	1	0	1
		33	17	16
Wednesday	1/6/82	1	0	?
Tuesday	1/19/82	1	1	0
Thursday	1/21/82	1	1	0
Monday	1/25/82	0	-	-
Thursday	1/28/82	0	-	-
Wednesday	2/3/82	5	3	2
Monday	2/8/82	0	-	-
Monday	2/22/82	1	1	0
Wednesday	2/24/82	2	2	0
Monday	3/8/82	3	1	2
Thursday	3/11/82	2	1	?
Tuesday	3/23/82	1	0	?
Thursday	3/25/82	2	1	1
Wednesday	3/31/82	0	-	-
Monday	4/5/82	3	2	1
Thursday	4/15/82	1	1	0
Monday	4/26/82	3	0	3
Friday	5/7/82	0	-	-
Tuesday	5/11/82	1	1	0
Thursday	5/20/82	3	1	2
Monday	5/24/82	0	-	-
		30	16	11

? = There was an alert, but the student removed the suspected contraband before a search could be conducted.

* A false alert is defined as having taken place when, as a result of the search of a student or the student's locker or car, no illegal drug, alcoholic beverage, weapon, or item prohibited by law or by District policy, was found. For example, the alert would be false if the search found prescription medicine, empty beer cans, or nothing at all. The alert would not be false if the search found marijuana, beer, or a gun.

Figure J-4. NUMBER OF FALSE ALERTS AT CROCKETT, FALL 1981 AND SPRING 1982.

DAY	DATE	NUMBER OF ALERTS	NUMBER OF FINDS*	NUMBER OF FALSE ALERTS*
Tuesday	10/27/81	?	0	?
Friday	11/6/81	?	0	?
Thursday	11/12/81	2	0	2
Friday	11/20/81	0	-	-
Monday	11/23/81	0	-	-
Thursday	12/17/81	0	-	-
		2	0	2
Wednesday	1/6/82	1	0	1
Tuesday	1/19/82	0	-	-
Thursday	1/28/82	0	-	-
Monday	2/8/82	1	0	1
Monday	2/22/82	0	-	-
Monday	3/8/82	0	-	-
Tuesday	3/23/82	0	-	-
Wednesday	3/31/82	0	-	-
Monday	4/19/82	2	0	2
Monday	4/26/82	0	-	-
Friday	5/7/82	0	-	-
Thursday	5/20/82	0	-	-
		4	0	4

? = This information was not reported by the school.

* See definition with Figure J-4.

Figure J-5. NUMBER OF FALSE ALERTS AT MARTIN, FALL 1981 AND SPRING, 1982.

81.54

Attachment J-1

REPORT ON DOG "ALERTS"

School ☐ Martin ☐ Crockett

Date of visit: _____ Date of report: _____

Place(s) visited by dogs: ☐ parking lot ☐ hallway ☐ classroom

☐ other: _____

Student name: _____ _____ _____
last first MI

Student number: _____

Grade: ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Search by administrators conducted: ☐ yes ☐ no

Did student consent to search? ☐ yes ☐ no

Action taken: ☐ pat search ☐ student emptied pockets/purse
☐ student opened car ☐ student opened locker
☐ other: _____

Parents notified? ☐ yes ☐ no

Was anything found as a result of the search? ☐ yes ☐ no

If "yes," please describe: ☐ drug What drug? _____

☐ alcohol ☐ firearm

☐ other: _____

Preliminary hearing conducted? ☐ yes ☐ no

Disciplinary action taken? ☐ yes ☐ no

If "yes," please describe: ☐ in-school suspension

☐ three-day suspension

☐ ten-day suspension

☐ other: _____

Campus Review Board convened? ☐ no ☐ yes Date: _____

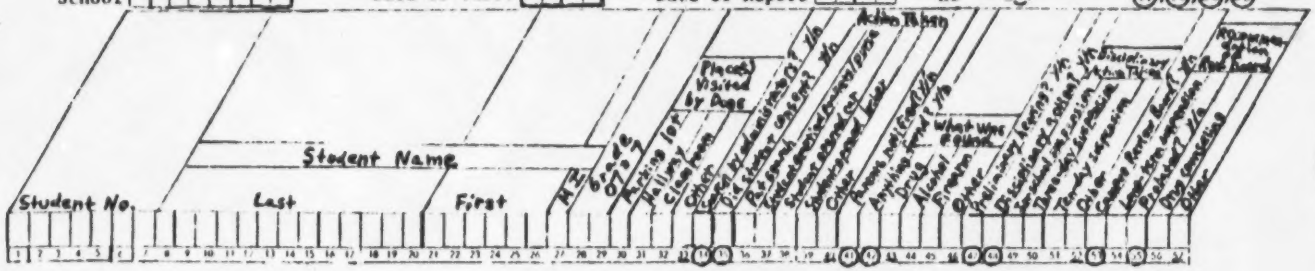
Recommendation of Review Board: ☐ long-term suspension Probated? ☐ yes ☐ no

☐ drug counseling ☐ other: _____

Factors considered in recommendation:

Comments:

School | Date of Visit | Date of Report | yes = 1, no = 2 | columns: 34, 35, 41, 42, 47, 48, 53, 55 | Check if no alerts: ☐ | Page __ of __


Student Name
Student No.
Last
First
M.I.
Grade
Placed/Visited by Dogs
Hallway
Classroom
Other
Action Taken
What was object
Other
Other
Other